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ABSTRACT

In a proposed five-state demonstration, the four states of Arkansas, Minnesota, Mississippi and Nevada implemented a local system of directing evaluations of vocational/technical education programs in public schools. The emphasis was on both the training of local leaders by state leaders and direction of evaluation programs by local leaders. Using the results of two previous projects, this particular project generalizes the findings to other states. The methods used to acquire and disseminate information were workshops, project reporting meetings, final report and project evaluation meetings, and on-site visits. The results of the project indicate that most of the evaluation procedures are applicable to other states, that some additional procedures were developed by individual states, and that program evaluation competencies were developed in the personnel involved in the project. It was recommended that states meeting the criteria for selection of states used in this study try out the systems. Further study and a nationwide training program were also recommended. (GEB)

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FINAL REPORT

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Harold M. Byram

College of Education

Michigan State University

East Lansing, Michigan

February, 1971

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

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National Center for Educational
Research and Development

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U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

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Research and Development

TABLE OF CONTENTS

		page
LIST OF TABLES		iii
ACKNOWLEDGEMENTS		iv
I.	SUMMARY	1
	Scope of the Study Objectives of the Study Methods Used Results Obtained Highlights of the Findings, Significance, and Implications Recommendations	
II.	INTRODUCTION - BACKGROUND	5
	Overview Related Studies Nature of the Study Scope of the Report Rationale of the Study Limits of the Study Significance of the Study	
III.	METHODS OF CARRYING OUT THE STUDY	11
	General Procedure Selection of States, and Personnel Involved Replication of the System Procedure for Project and System Evaluation Work With State Project Leaders Evaluation of the Multi-State Project Dissemination of the Multi-State Project	
IV.	RESULTS AND FINDINGS	19
	Within the States State Projects Revision and Publication of the Manual on Evaluation Evaluation of the System Dissemination	
V.	CONCLUSIONS AND RECOMMENDATIONS	63
	Conclusions Recommendations	

TABLE OF CONTENTS (cont'd)

page

AN AUDIT OF THE MULTI-STATE PROJECT ON EVALUATION SYSTEMS..... 67

REFERENCES CITED..... 73

BIBLIOGRAPHY..... 75

APPENDICES..... 79

A. Members of Advisory Committee to the Project, and Consultants Used in Meetings and Workshops
B. Workshop for State Project Leaders, M.S.U.
C. Subcontract between Michigan State University and University of Arkansas
D. Progress Report Meeting For State Project Leaders
E. State Project Leaders Conference
F. Meeting of State Project Leaders
G. Suggested Outlines for State Leader and Local Leader Workshops Participants to Use in Developing Plans
H. Daily Discussion Evaluation Form
I. Final Evaluation Form
J. Outline for Final Report of Local Project
K. Copy of Program of One Dissemination Workshop
L. Brochure - Locally Directed Evaluation of Programs of Vocational Education--How To Workshops
M. Brochure - Multi-State Project on Evaluation Systems

LIST OF TABLES

page

1. Size of School Systems In Cooperating States 19

2. Number of Cooperating Schools In Each State Having Programs In Given Fields 20

3. Staff Involvement In Local Program Evaluation Activities In The Twenty Schools Of The Project 23

4. Extent Of Use Of Citizens' Advisory Committees For Evaluation Of Local Programs Of Vocational Education 24

5. Evaluation Activities With Which Local/Area Citizens' Advisory Committees Assisted 25

6. Participation By Schools and States In Evaluation Activities Additional To Those Required In The Project 32

7. Frequency Tally Of Citizens' And Educators' Reactions To Selected Evaluation Practices (Arkansas Project). . 39

8. Workshop Participants By States, Job Locations, and Workshop Attended 45

9. Numbers Of Participants Who Cited Specific Aspects Of The Workshops As Highlights 49

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This is the report of a study in which many people were involved in carrying it out. First, deep appreciation is acknowledged for the work of professional educators in the four cooperating states. These include Howard Christensen, University of Nevada; Edward Cordisco, Nevada Department of Education; Paul Marvin, University of Minnesota; Robert Norton, University of Arkansas; and James Shill and James Wall, Mississippi State University. Their leadership to the cooperating schools, their careful recording of results and skillful reporting have contributed greatly to the entire study.

A special acknowledgement is due to Peter Haines, Michigan State University, who gave encouragement to and wise counsel regarding the planning of the study, and at several crucial points throughout the study. Thanks are due to three other persons who provided excellent assistance on the project while enrolled in graduate study at Michigan State University. These are, successively, Floyd McKinney, Marvin Robertson, and Gordon Ferguson.

The immediate beneficiaries of the project were the 20 school systems involved in the project. Appreciation is, nonetheless, expressed for the effective cooperation and leadership given in these schools by the 40 educators on the local leadership teams in the four cooperating states. By like token, the effective work of the 20 local leaders involved in the preceding Michigan project is also hereby acknowledged.

I. SUMMARY

The Problem

The basic problem dealt with in this study was the further try-out and demonstration of a system for locally directing evaluations of public school programs of vocational-technical education, and the further try-out and/or development and demonstration of a procedure for state leaders to provide training of local leaders in such an effort. The system tried out and demonstrated was the major outcome of two previous Michigan projects involving locally directed evaluations in 13 school systems.

The steps in the system relate to administrative support, and faculty and citizen involvement on an extensive and an intensive basis, with focus on outcomes, and a review of local programs in the light of manpower needs and student and citizen interests and needs.

Scope of the Study

As implied in the title, the try-out and demonstration was planned to be done in five states. Actually, just four were involved, due to staffing difficulties in the fifth state. Hereafter, this study is referred to as the "Multi-State Project." The four states involved were Arkansas, Minnesota, Mississippi, and Nevada. In each of these a state project leader was designated who served for a period of two years. Each leader selected five schools to cooperate with him. Eleven of these were local school districts, seven were county districts and two were post-secondary institutions. Each of these schools named a local leadership team of two faculty members. Thus, 20 schools systems, with 40 local leaders in them were most deeply involved. In addition, however, 291 local staff members, who served on local staff committees, and roughly 475 citizens serving on advisory committees were directly involved. Unnumbered other faculty members in these schools and citizens in the communities, counties or areas served also were indirectly involved.

The state projects, following orientation meetings in November and December 1967, began with a workshop for state leaders in March, 1968. The work of the state leaders was completed in January, 1970. The participation on the part of local personnel began in the spring of 1968, and extended through the fall of 1969, or roughly 20 months.

Activities for disseminating information about the project were carried on in the communities and states involved by the appropriate leaders during this period. Further dissemination was carried on by the chief investigator, particularly in 1970. During this third year of the project three workshops were conducted in different geographical locations, for a total of 132 state, area and local leaders in the field of vocational/technical education, assisted by state project leaders and 12 local project personnel.

Objectives of the Study

The major objectives of the study were stated as follows:

- To determine the feasibility and generalizability of a state procedure of assisting local school district leadership to use the evaluation system developed in Michigan.
- To discover and/or develop new or improved procedures in a state system for local evaluations.
- To assist in development of state and local leadership competencies in evaluation of local programs of vocational and technical education, including creation of understanding of the values of local involvement.

Methods Used

Advisory councils were used to select the states, to select schools within states, and to provide advice on the local project in cooperating schools. Criteria were established for selecting states, and schools within each state. A workshop, two project reporting meetings, and final report and project evaluation meetings were held with all state leaders. Each leader conducted a workshop, two, and in one case three project review meetings and a final report and evaluation meeting. On-site visits were made for orientation, monitoring and consultation purposes. Instructional materials, likewise, were provided at all levels. All cooperating schools were expected to uniformly plan and conduct certain activities, which were conceived of as a part of the "system", but they also were encouraged to try out other activities. Quarterly reports were made by local leaders to each state project leader, and by them to the chief investigator.

The procedure for evaluating the system was begun by establishing a series of criterion questions for each of the three major objectives. For each of these questions the evidences to look for were listed, along with sources of factual information and findings contributing to these evidences. These were considered by state project leaders and the chief investigator, assisted by a consultant on evaluation. Procedures for evaluating the regional workshops was developed separately, but in a similar manner.

Results Obtained

Participating schools were mostly smaller or medium in size - 1,267 to 6,759 in K-12 enrollments - with only two in the 28,000 range. All had programs of vocational education in several fields, with predominance in home economics, business, industrial, and agriculture. All met criteria established by state leaders and their advisory committees for selection.

The leadership teams appointed in these schools accepted the minimum activities, and 13 of the schools carried them to completion. In addition, 19 other activities contributing to the evaluation effort were engaged in by from one to six schools. The activity not universally

accomplished to the extent desired by state leaders was that of formulating and stating program objectives. This may reflect a weakness in the system or in the training provided by state or local leaders. Those activities accomplished to a higher degree included staff involvement in all schools, use of citizens' committees in 17 schools, and conducting follow-up surveys in 12 secondary systems and in two post-secondary systems. All schools studied existing programs in the light of manpower needs and parent and student interests and perceived needs. This was done in connection with follow-up surveys; study of student interests through OVIS in 12 schools; parent surveys in nine schools; employer interviews in eight schools; occupational surveys in four schools, and in a variety of other activities.

Developments and changes reported as occurring during the local project year were improved statements of philosophy, and improved understanding and coordination of faculty, administration and citizens. Specific changes included addition of specialized vocatinnal courses, related courses and "exemplary programs", addition of class sections for existing courses, establishing the position of local director of vocational education, placement bureaus, new equipment and many others. Recommendations from these studies emphasized addiding of courses to the school programs, staff and facilities development, counseling, and guidance, and a variety of other pertinent changes.

All 20 schools reported that there were plans for continued directing of evaluations locally, although not necessarily every year with all the activities that were engaged in during the project year. Staff and citizen reactions revealed through depth interviews and a check list indicated positive support for the activities in which they engaged.

On the part of the state leaders and their state projects, all accepted the Multi-State Project objectives, and stated some objectives in addition for their own states. A plan for each state was prepared by state leaders. Their basic procedures were quite uniform and have been described in more detail elsewhere in this report. All state projects were carried to completion despite major staff changes in two states and a minor change in another state. All conducted communication and dissemination activities in their states, assisted in revising the manual on local program evaluation, and cooperatively assembled and analyzed information pertaining to the basic criterion questions and in drawing conclusions. All were also involved in one or more of the workshops conducted as a part of the dissemination phase. Considerable activity in training of local leaders in evaluation procedures has been engaged in subsequently by these state leaders in three states.

Highlights of the Findings, Significance, and Implications

Following are a few of the highlights of the findings.

1. The replication of the system for locally directed evaluation has been established as feasible and generalizable in smaller and medium-size school systems. (Objective No. 1)

2. It appears that any state meeting the criteria used in selecting the states in this project could replicate the system of state assistance and training for local leaders in conducting evaluations in school systems comparable to those in the four cooperating states. (Objective No. 1)

3. New or improved practices, developed and/or tried out in one or more cooperating states are reflected in the revised manual, in the dissemination workshops held, and in plans for future work in these states. (Objectives No. 2)

4. Nine individuals in state leadership positions and eight assistants developed competencies in evaluation of local programs and in training local leaders in practice and procedures of evaluation of local programs through the two-year participation and assistance in the dissemination workshops. In addition, 73 persons in positions of state leadership in 37 states developed competencies in these workshops. This project, therefore, did assist in developing such competencies. (Objective No. 3)

Recommendations

1. States that meet the criteria used in this study for selecting states should try out the systems demonstrated in the present study. Leadership from several sources at the state level, along with financial resources, should be utilized to conduct programs of local leader training which would be like those conducted in this project, but improved through application of improvements developed and tried out. Further assistance should be given in improvement of some instruments and development of others.

2. A nationwide program of training in local program evaluation procedures and for assisting with locally directed evaluations will be needed, primarily for persons at the State level of leadership, but also for administrators and teachers in local and area institutions.

3. Further study should be given to: (a) relating local evaluations and statewide evaluations to each other; (b) developing, trying out and/or demonstrating new, or improved practices; (c) assisting local leaders to formulate program objectives; (d) adapting the system to self-directed evaluation of area vocational/technical school and community college programs; and (e) analysis of manpower needs and interpretation for curriculum and program revision.

II INTRODUCTION - BACKGROUND

Overview

This report has thus far presented a brief summary of the Multi-State Project as planned and carried out. This section introduces the general design and provides the background of the study. Included in this section are the nature of the study and of others either antecedent, or concurrently related to it; the scope; the general objectives; the limits; and the significance of the project. In the section that follows this the methods of conducting the study will be presented. The main body of the report is a condensation of the results, with emphasis on activities and results in the four cooperating states: Arkansas, Minnesota, Mississippi and Nevada. This includes all three phases: (1) orientation and preparation of, and planning by State leaders and local leadership teams and staff committees; (2) carrying out and reporting on accomplishment and determining attainment of the general objectives; and (3) dissemination of findings and results. Following these, conclusions are drawn and recommendations are made.

Related Studies

A brief look at related studies provides additional information to supplement other background information. These may be identified in two groups: those leading rather directly to the present study, and those that are related, and which contributed in a significant way to it.

A study in 1958 was made by Byram of factors associated with development of comprehensive programs of vocational education in 20 Michigan public schools. Among the findings were that state-level leadership and use of citizens' committees had not been utilized; and that some schools had conducted follow-up surveys.(3) Subsequently a comprehensive, state-wide evaluation of vocational education in Michigan was made. Among the recommendations growing out of this study, completed in 1963, were these that help to point up the need for attention to local direction of program evaluation.

> "...that the Division of Vocational Education take the leadership in developing criteria that local communities may use as guide-lines in evaluating their vocational curricula..."
>
> "...that the Division of Vocational Education encourage local communities to establish long-range plans for program development and program improvement..."
>
> "...that local districts regularize the follow-up studies of employment-bound youth, dropouts in the vocational education program, and graduates of vocational education programs to determine labor market behavior."

"...that...advisory committees composed of appropriate representation should be required at all levels of operation." (1)

The Michigan Department of Education, by way of partially implementing these recommendations, provided partial support for the first Michigan project on evaluation of local programs, started in 1963. The purpose was to study, develop, and try out local evaluation procedures. This was done in three representative school systems. Upon completion of this study in 1965 it was recommended that the project be extended to other schools in the state to: further try out and improve upon procedures; to study the role of the local evaluation leader and of consultants; and to test the hypothesis that advisory committees on vocational education are essential to program evaluation.(4)

This recommendation was implemented in 1966 through a project supported by the U.S. Office of Education and M.S.U., in which 10 Michigan schools cooperated. It was recommended at the close of this project that the "system" that was developed be tried out in its same form, or be modified to suit needs, in other states.(5) The proposal based on this recommendation led to the present study.

During the conduct of these last three projects a number of other studies were made or reported in other states which had a bearing on the way in which the three local evaluation projects were conducted and the foci of various emphases in them. A report by Hamlin,(10) was helpful in selecting and fitting together local staff and citizen activities that might be called a system. A report by Burt,(2) one by Wenrich (20) and a later report by Hamlin (11) contributed to the citizen involvement phase. Studies by Sharp,(17) Eninger (9) and Pucel (16) and guidelines by the Michigan Department of Education (13) and others contributed to procedures for the follow up. The research reports by Starr(18) and Moss (14) provided guidance in development of objectives, and in developing procedures for identifying and retrieving pertinent information. A survey by Cromer (7) aided in study of program needs. Other studies having direct or indirect bearing are listed in the bibliography.

There have been many reports relating in some was to local program evaluation. Nearly all, however, deal with such evaluations as being state designed and/or state directed. They have not emphasized involvement of local educators and citizens and/or they dealt mainly or exclusively with input or process, rather than output or outcomes, hence the justification for the present study.

Nature of the Study

The basic problem dealt with in this project was the further try-out and demonstration of a system for locally directing evaluations of public school programs of vocational/technical education, and the further try-out and/or development and demonstration of a procedure for state leaders to provide training of local leaders in such an effort. The findings from two previous Michigan projects on locally

directed evaluations involving a total of 13 schools were used. These findings were in terms of workable or effective general procedures. The general aim of the present project was to determine the extent of their generalizability to other states, and to demonstrate how state leadership in this endeavor may be prepared and utilized.

Emphasis on local faculty and citizen involvement are described in terms of relevant activities carried out it the 20 cooperating schools. Emphasis on output or outcomes of vocational education programs is made manifest in the descriptions of the work of local cooperating school systems in developing program objectives, in conducting follow-up survey and in other ways. Concurrently, the leadership training in evaluation for state project and local project leadership is described.

Detailed quantitative findings in cooperating schools and states are not given in order to avoid undue bulk in this report. Rather, because of their importance to the objectives of the project, qualitative information is emphasized, along with details regarding procedures and methods used by the leaders in bringing about a trial of the replicability or generalizability of the "system."

Scope Of The Report

The scope of this report covers activities beginning in early fall of 1967, and continuing through 1970 on the part of the chief investigator and his assistant. It also embraces the work of the State project leaders which extended through 1968 and 1969. The work of local project leaders extended from spring, 1968 to fall, 1969 and is also included in the description. Certain local leaders' and State leaders' work as consultants at regional workshops in the dissemination phase took place in 1970.

The report deals mainly with vocational education programs in local district schools, because the systematic approach had been developed with these schools in the earlier Michigan project. County unit systems and area secondary vocational schools were not available in Michigan at that time. Where county unit systems, area vocational schools and post-secondary programs were included, this report describes what took place in the evaluation of programs of vocational education in them.

Rationale Of The Study

The recent concern on the part of public school systems in this country with evaluation of local programs of vocational and technical education arises from several sources. Citizens and school people have become increasingly aware of the role of the schools in the occupational education of youth and adults. Attention customarily given to separate or distinct programs in the traditional fields of vocational education is being accompanied by concern for the contribution of all specialized curricula, and of the school as a whole to occupational preparation. The concern for accountability of resources, used for programs of vocational education as expressed at National and State levels is also made manifest at the local level.

Although many studies have been conducted, and reports have been made dealing with program evaluation most of the studies have not been designed so as to give attention to locally derived objectives or to involvement of local educators and citizens in activities to bring about program evaluations. The emphasis in these studies has been placed largely on state and/or national objectives and the appraisal of programs toward attainment of these objectives. A cursory examination of these would show that only token consideration has been given to a system for local program evaluation that uses self study and the identification of goals and outcomes, with emphasis on involvement of staff and citizens, while utilizing consultative assistance from experienced vocational/technical educators.

The present project provides several points of emphasis not present to any large degree in other completed projects dealing with evaluation. In the first place, the emphasis is placed on involvement. Local public school programs of vocational and technical education have been, and will continue to be evaluated by those involved in or responsible for the programs and by those affected by them. Citizens, including taxpayers, parents, and clientele of courses, do evaluate such programs. They may or may not evaluate them fairly, but they do it, nonetheless. The interests of the professional people are, or should be in consonance with these.

Citizens and local professional people are primarily interested in whether the outcomes are commensurate with their desires and with the resources supporting the programs. They typically have only a token interest in comparing their programs with those in other schools, with theoretical standards, or with standards established by outside agencies. The kind of checking of ways and means utilized in local programs, as is done by typical accreditation bodies or by agencies of government has value, but was not the focal point in the present project, even though the "evaluative criteria" used by some were examined.

The elements of an effective, locally directed evaluation identified in previous projects were administrative approval and commitment; available qualified and well prepared local leaders; development of local staff competencies in evaluation procedures; provision of leader and staff time for evaluative activities; effective use of staff committees and citizens' advisory committees; use of sound research methods; and adequate consultative services. These elements formed the basis for the "minimum activities" to be required of state project leaders and by them of local leadership teams. They grew out of the experiences and results of the Michigan projects. Flexibility in the conduct of state and local projects was desirable, and was provided for so as to help realize objective No. 2 of the project.

Limits of the Study

This study was limited to the four cooperating states and to the state level leadership in each state; to the five schools within each state and the 20 local/area leaders in these schools; to materials prepared in furtherance of the study; and to the three dissemination

workshops and other activities in the third phase involving 132 educators in 43 states.

It was limited to program evaluation and did not attempt to assess or measure achievement or to develop or test instruments for such measurement. The term "program" does not connote limitation to Federally reimbursable programs under National Vocational Education Acts. Indeed, the only limits in this regard were those set locally, and thus permitted and encouraged consideration of the school's total contribution to occupational education of youth and adults.

Significance of the Study

The major contribution of this study is seen as the systematic approach to locally directed program evaluation that was tried out and demonstrated. Those states and state leaders interested in such evaluations should, as a result, now have greater cnnfidence in applying or following the steps in the system. Local and area schools should be in a better position to evaluate their programs leading to improved local program planning.

A secondary, but nonetheless important outcome of the study, is a cadre of well prepared educators, (1) at the state level for initiating and conducting training programs for local and area leaders, as well as dissemating information to leaders in other states; and (2) at the local or area level to continue with effective locally directed evaluations. The competencies they have developed could be utilized by their peers in comparable institutions.

The third phase of the study, dealing with dissemination is viewed as contributing primarily to the third objective. The significance of this phase will come to light only after those who participated in, and were affected by these activities are demonstratably able to follow and implement procedures in their own states or institutions. This further testing period is beyond the time span covered by the present study.

Another product of this study is the further revision and publication of the manual for local and state leaders previously developed and based on the preceding Michigan projects. This should be a valuable instructional resource in the necessary training programs.

Finally, and by no means incidentally, there is presented here a major approach to educational evaluation and planning which should promote the furtherance of goals of democracy in education. It has been assumed in this study that local programs of vocational education should be evaluated by those responsible for them - the administrators and teachers - and by those affected by them, or who are the beneficiaries of such programs - the citizens, employers, and students.

Since the provision for such involvement is not generally provided for by accrediting agencies nor by agencies checking on compliance with licensure standards, or statewide reimbursed vocational education, or making evaluations of statewide or nationwide programs, the possible significance of the findings of this study is anticipated.

III. METHODS OF CARRYING OUT THE STUDY

General Procedure

The general procedure followed in this project was to replicate and try out a system of local direction of evaluations of programs of vocational education through state assistance and training of local personnel to be involved. Specifically, the three purposes or objectives of the project were stated as:

- -To determine the feasibility and generalizability of a state procedure for assisting local school district leadership to use the evaluation system developed in Michigan.
- -To discover and/or develop new or improved procedures in a state system for local evaluations.
- -To assist in development of state and local leadership competencies in evaluation of local programs of vocational and technical education, including an understanding of the values of local involvement.

The replication involved the selection of states, in which a local leader was then appointed, and a consortium arrangement developed. It involved preparatory orientation, training, consultative service, and instructional resources provided to the cooperating states. The systematic approach tried out in Michigan was the model used for replication and try out. (5) This means that each state leader used an advisory committee, selected representative school systems, provided orientation, consultation and monitoring services, and assisted the local leadership teams to identify and report pertinent results of each evaluation activity.

The evaluation of the system involved the determination of the attainment of the three purposes (objectives) stated above. In order to determine attainment of the first objective, the feasibility and generalizability of the system for local programs and state programs were defined. Feasibility was defined as the extent to which the evaluation system was followed in the schools and the extent to which the methods of providing state leadership were followed. Generalizability was defined as the extent to which activities and plans within each cooperating state were comparable and the extent to which the system for providing state leadership to the local systems were similar to one another and to that of the Michigan project. Criterion questions were then set up. These are as follows:

<u>Generalizability and Feasibility - Local Programs</u>

1. Were the minimum activities attempted in each school?
2. Were the activities attempted actually carried out?
3. Did cooperating schools vary as to size, type of organization, type of program and/or objectives?
4. Were variations of schools related to evidences on questions 1 & 2?

5. Was faculty involved to a high degree?
6. Were citizens highly involved in each school during the project?

Effectiveness of System-Local Programs

1. Have changes in local programs been planned and/or made, either directly or indirectly as a result of the project?
2. Has a change in attitude toward, or understanding of vocational education taken place in the faculty of each school during the project?
3. Has a change in attitude toward, and/or understanding of the vocational education program of the school by the citizens involved taken place during the project?
4. Will self-initiated local evaluation be conducted in future years on a regular or continuing basis in the cooperating schools?
5. Were local citizens' and educators' reactions to local evaluation practices favorable?

Generalizability of State Systems

1. Were objectives of state projects similar?
2. Were activities in conducting state projects similar?
3. Were state project plans and activities adapted to differences among the states?

Sources of evidence on these questions were identified, and information needed to answer them was listed. This information was to be incorporated into local project leaders' and state project leaders' final reports.

The attainment of Objective No. 2 was planned to be checked periodically in visits by the investigator to monitor projects in cooperating states, and in the final meeting of state project leaders. The attainment of Objective No. 3 was not planned to be formally analyzed. The project as a whole could be conceived of as a major leadership training activity. It was planned to note these training activities throughout the project, and at the close.

Selection of States, and Personnel Involved

The plan for selection of cooperating states was put into effect in September, 1967. Announcement of the availability of the project was mailed to 43 state directors of vocational education. Later that month at a national institute on teacher education the project was discussed individually with interested teacher educators from 10 states. Written and oral communications expressing interest in participating in the project came from 17 states. Follow-up letters and additional information were sent to these states in the form of an abstract of the project proposal.

On October 25, 1967, an advisory committee of nine leaders in the field was brought together. The membership consisted of five from Michigan and four from other states (See Appendix A). This meeting was devoted to reviewing the criteria for selection of cooperating states, to dis-

cussing information about the states, and to giving advice about the selection. The following criteria were applied in the selection of the states:

1. The state has a sufficient number of schools of a size appropriate for conducting comprehensive programs of vocational-technical education from which to select cooperating schools.
2. The state does not already have a system in operation of locally directed program evaluation on a state-wide basis.
3. There is an endorsement of the project by the state department of education, and the prospect of sufficient resources to be committed so as to assure that the project is likely to be carried out as planned.
4. The agency or the institution has the staff capability to provide necessary leadership.

It was decided that there should not be a strong emphasis on geographical location of the states. Geographical representativeness was considered, but the above criteria were considered more important. The five states tentatively selected and notified of their selection were Arkansas, Minnesota, Mississippi, Nevada and Virginia.

Visits were made to the first three of these states in November to provide additional information and to discuss important aspects of the project. Similar meetings were held in December with representatives of Nevada and of Virginia at the site of a national meeting. Immediately following these, an orientation meeting was held for representatives from all five states. These included in each case the proposed state project leader.

On December 13 word was received from Virginia that it could not participate because of inability to provide time for a state project leader. Contacts were made with three other states to ascertain possible interest in being the fifth state, with either delayed or negative results. Further effort toward recruiting a fifth state was discontinued because of need to get the project under way as soon as possible, because of delay by U.S.O.E. in the announcement regarding funding of the project, and because of the drastically reduced funds for the first contract year. The project thereafter was referred to as the "Multi-State Project," and this designation will be used in the remainder of this report.

The four educators appointed as state leaders in the respective states were: Mr. Edward Cordisco, Assistant Director of Vocational Education, Nevada; Dr. R. Paul Marvin, Professor of Agricultural Education, University of Minnesota; Dr. Robert E. Norton, Assistant Professor of Vocational Education, University of Arkansas; and Dr. James E. Wall, Director of Research Coordination Unit, Social Science Research Center, Mississippi State University. Floyd McKinney served as assistant on the Multi-State Project from September 1, 1967, to May 31, 1969; Marvin Robertson from June 1, 1969 to May 31, 1970; and Gordon Ferguson from June 1, 1970 to December 31, 1970.

Leadership changed occurred in Nevada, Minnesota, and Mississippi. Increasing demands on the time of the limited state staff in Nevada forced that state department to sub-contract for the project-directing

services of Dr. Howard Christensen, Professor of Agricultural Education, University of Nevada from March 1969 to January 31, 1970. Mr. Edward Hartog, assistant on the Minnesota project, served as acting state leader at the University of Minnesota from September 1, 1968 to March 1, 1969 while Dr. Paul Marvin was on a leave of absence. Dr. James Shill, starting as assistant on the project in Mississippi, became co-director of that project during the latter part of 1968. Other assistants to the state project leaders were George Brooker, Don Noble, and Buck Lowery in Arkansas, George Copa in Minnesota, and Denis Graham and Ivan Lee in Nevada. Thus, a total of 17 persons in state level positions were involved during all or a part of the first two phases of the project.

Replication of the System

Selection of School Systems in Each State

The following criteria were used in the four cooperating states in selection of school systems with which to work:

-The administrators and faculty appear to have a commitment to, and give support to a local program evaluation effort.
-The school system has vocational/technical education programs in at least three (four) occupational fields.
-All occupational fields are represented in one or more schools.
-The school systems are located in somewhat representative geographic areas of the state.
-The school systems vary as to size of student enrollment.
-The schools are recommended by a state advisory committee for the project.

In Mississippi a variety of systems was desired, such as:

-A municipal separate district school system
-A county unit system
-A consolidated school system
-A junior college district system

In three states five school systems were selected. In Arkansas six were selected but one subsequently withdrew because of lack of time for the local leader. Each system was asked to appoint a leader and an associate. Thus, 20 schools and 40 members of local leadership teams were involved.

In Minnesota it was desired to have at least one to be an area vocational school. In that project the secondary school, administered jointly with the post-secondary area vocational school was not included. One of the other Minnesota systems also had an area school, but that area school was not a part of the project. In Nevada all five systems were county unit administered, but had locally-programmed secondary schools. The 20 cooperating schools resulting from this selection process are as follows:

Arkansas

Crossett Public Schools, Crossett

Harrison Public Schools, Harrison
Rogers Public Schools, Rogers
Russellville Public Schools, Russellville
Texarkana Public Schools, Texarkana

Minnesota

Anoka-Hennepin School District #11, Anoka
Blooming Prairie Public Schools, Blooming Prairie
Centennial School District #12, Circle Pines
Hutchinson Public Schools, Hutchinson
Staples Area Vocational-Technical School, Staples

Mississippi

Amory School District, Amory
Bolivar County Consolidated Schools, Cleveland
Leflore County Schools, Greenwood
Mississippi Gulf Coast Junior College, Gautier
Pascagoula City Schools, Pascagoula

Nevada

Churchill County School District, Fallon
Elko County School District, Elko
Ormsby County School District, Carson City
Washoe County School District, Reno
White Pine County School District, Ely

Replication of the System in Each State

Activities expected of state leaders were listed under the following categories: selection of cooperating schools; orientation of local administrators and project leadership teams; completion of an agreement with each school; provision of leadership through a workshop; provision of monitoring and consultant services; conducting activities for reviewing progress of each school, including periodic group meetings; preparing quarterly and final state reports; and evaluating local projects, and the state project.

Minimum activities expected of all cooperating schools in each state included: a working committee of the faculty; a citizens' advisory committee; a follow-up survey of former students; and a statement of philosophy and objectives of the local or area program of vocational and technical education. States were encouraged to add to these activities others particularly concerned with studying needs and local program planning, as well as any innovative ways of providing for vocational education. Each local school was required to prepare and submit progress reports and a final report on its project.

In all four states a workshop was conducted to train local leadership teams, followed by two project review meetings and a final project review meeting. Nevada conducted one extra project review meeting. The chief investigator assisted in all of these workshops, and in 11 of the 13

project review meetings. Consultants from outside the state were used in the workshops and in five of the project review meetings. Monitor visits, including consultant services, were provided by state leaders to all 20 systems.

Each local leadership team was instructed to prepare a plan for the local program evaluation effort. Each also was party to an agreement with the state institution or agency. This agreement included: a description of the project; the responsibilities of the state institution/agency and/or state project leaders; the responsibilities of the cooperating school; financial considerations; and local school personnel responsible.

All state and local leaders conducted dissemination activities at both the state and local levels. These included use of mass media of communication, as well as person-to-person communication.

Procedure for Project and System Evaluation

Evaluation of local projects included several approaches. The design developed by the Multi-State Project leader was employed and reported to the state leaders. Depth interviews were conducted by state project leaders and summarized near the end of the second year of each state project. The checklist of faculty and citizens' reactions to the activities in which they had engaged also was developed and recommended.

The project review meetings were oriented to local project evaluation, as were also the final meetings. The local leader teams' final project reports were submitted at the final meetings in each state. A consultant not connected with a local or state project assisted the state leader and the Multi-State leader in the final local leaders' meeting in each state to assist in auditing the results of the local projects in the light of objectives orginally set. The evidences bearing on the criterion questions set up for Objective No. 1 were planned to be summarized and analyzed at the final meeting of state project leaders.

Work with State Project Leaders

On March 18-20, 1968, a three-day workshop for the four state leaders was held at Michigan State University (See Appendix B). Six consultants from Michigan and one from outside Michigan contributed to the program. Considerable time was used for individual conferences and group planning. Tentative dates for the state leadership training workshops were set. The manual on local program evaluation[1] was made available in quantity, as well as several other instructional materials. Each state leader prepared statements of objectives and a plan for conducting the project in his state. An agreement between MSU and each cooperating state agency

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1. Evaluation of Local Vocational Education Programs--Second Edition, Department of Secondary Education and Curriculum, College of Education, Michigan State University, East Lansing, Michigan 1968, 83 pp. + vi.

or university was developed and placed into effect. (See Appendix C) Each agreement specified the responsibilities of the chief investigator and the state project leaders. Budgets were prepared and approved for each state project.

The state leaders were brought together on three other occasions to share experiences, to receive instructions, to do cooperative planning, and to evaluate progress. These meetings were held in December, 1968, June, 1969, and January, 1970. (See Appendices D, E, & F)

Periodic visits to cooperating states were made by the chief investigator. One was made by the assistant on the project. Most of these visits were timed to coincide with a state workshop or project review meeting. Consultant service also was provided. At least one of the visits to each state included a stop at a cooperating local or area school system. Thus, six such visits were made. As needs arose, materials for local leadership team assistance were made available to the states.

Dissemination of materials to state leaders by the chief investigator was accomplished, in part, by sending numerous materials emanating from one or more of the state projects, but also materials relating in general to evaluation of vocational education, such as reports of evaluation studies and other similar documents. The chief investigator took every opportunity available to report to professional meetings, graduate classes, and other groups, that were meeting within the cooperating states.

Evaluation of the Multi-State Project

The evaluation of state projects was accomplished, using the design that previously has been mentioned. The chief investigator's judgments, combined judgments of state leaders, and evaluation by an outside consultant all were used to make the final evaluation of state projects and of the system of evaluation, and of local leader training. A final meeting of state project leaders was held to conduct the evaluation of the attainment of the objectives Nos. 1 and 2 of the Multi-State Project.

Dissemination of the Multi-State Project

The brochure describing the Multi-State Project was prepared for use in general dissemination as well as in dissemination within each of the cooperating states. (See Appendix M.) This, and numerous presentations made at regional and national meetings were used, in part, to prepare the way for more widespread dissemination during the third year of the project.

Regional Workshops

The major dissemination activity during this third year was the conducting of three regional workshops. These were established and organized to meet the needs of two types of persons. The first of these were those educators in positions of state leadership who would be interested in providing training and assistance to local leaders in directing local program evaluations, in their schools or who had been assigned responsi-

bilities in evaluation. Such individuals were based in a university, in a state department of education or in a research coordinating unit. The second were local or area school leaders in vocational education. It was also desired to obtain inter-communication between both types of participants for their mutual benefit.

Closely related to this dissemination activity was the revision of the manual on local program evaluation previously referred to. This third edition was produced to be made available to the participants of these workshops and to those in cooperating states as an aid in further dissemination in those states and in local leader training activities. It could be said that this manual represented the mode for training participants in the workshops for their respective roles in local program evaluation.

The brochures announcing these workshops were given wide dissemination to all state directors of vocational education, to state RCU directors, and to most head vocational teacher educators. (See Appendix L.) Sites for the workshops were Michigan State University, University of Nevada, and Memphis, Tennessee. Additional visibility was given through the AV Journal, through contact with the National Association of State Directors, and head teacher educators in the several vocational fields. An effort was made to keep numbers down to the optimum for effective workshops. A maximum of 50 participants was set for each workshop. The general purposes were leadership development and dissemination of the results of the project.

Each workshop was planned well in advance of the date scheduled for it. This planning was done during two days spent at the site of each workshop by the chief investigator and two state leaders. One of these, in each workshop, was designated as co-director of the workshop.

Inputs at each workshop included presentations by the chief investigator, by two state project leaders, one of whom also served as co-director of the workshop, by a local leadership team and by other persons in state or local leadership positions from the host state or cooperating state. Other contributions came from state or local leaders serving as discussion leaders, as resource persons and/or as reader and consultant for participants' plans. Outcomes expected were development of plans for state projects of local/area leadership training in directing their own evaluation, and plans similarly developed by local/area leader participants for their own local situations. Materials used included the manual, 3rd edition, local and state leader plan forms, (See Appendix G) suggestions for group work sessions, copies of certain presentations, list of definitions of terms used, selected references on display, and related materials. In addition, a video-tape recording was shown in two of the workshops. The workshops were evaluated by the participants, using instruments developed for that purpose. One form was developed for daily evaluation and another one for final workshop evaluation. (See Appendices H & I)

IV RESULTS AND FINDINGS

A. Within Each State

Analysis of Information About Schools In Cooperating States

Criteria used by state project leaders in selecting schools to conduct local evaluation projects in the four cooperating states were given in the preceding section. The application of these criteria resulted in schools and districts that were similar in many respects, yet which showed considerable diversity.

Administrative support was promised in all 20 schools. Various geographical localtions were represented within each state by the schools selected. There was a certain degree of homogeneity present since the very small, and the large or complex metropolitan area type of school system were not included. The variations in size of program are apparent as this characteristic is set forth in Table 1.

TABLE 1

SIZE OF SCHOOL SYSTEMS IN COOPERATING STATES

ARKANSAS	School System	Enrollment	
	Crossett	3,132	1-12
	Harrison	2,155	1-12
	Rogers	2,934	1-12
	Russellville	3,006	1-12
	Texarkana	6,759	1-12
MINNESOTA	Anoka	28,000	K-12
	Blooming Prairie	1,269	K-12
	Circle Pines	3,500	K-12
	Hutchinson	2,544	K-12
	Staples	405	Post H.S.
MISSISSIPPI	Amory	2,150	1-12
	Bolivar Co. IV	5,058	1-12
	Leflore Co.	6,520	1-12
	Miss. Gulf Coast J.C.	604FT 3,957PT	Post H.S.
	Pascagoula	7,113	1-12
NEVADA	Carson City (Formerly Ormsby Co.)	3,957	K-12
	Churchill Co.	2,726	K-12
	Elko Co.	3,822	K-12
	White Pine Co.	2,695	K-12
	Washoe Co.	27,573	K-12

The size of the participating schools varied within states as well as among the cooperating states. In one state, in which all schools were organized grades 1-12, the size varied from 2,155 to 6,759. In

another state in which one school was a county unit system, one a consolidated school and two separate districts, the variation was from 2,150 to 7,113 grades 1-12, with the fifth school being a junior college enrolling 602, but in addition 3,000 post-high school students on a part-time basis. In the third state the variation was from 1,269 to 28,000, K-12, for four systems and one system, a post-high school area school, enrolling 405 full time. In the state in which all districts are county units, two had only one high school each and one had four high schools. The K-12 enrollment varied from 2,695 to 27,573. The interpretation of findings, and the conclusions to be drawn can not be categorized as necessarily generalizable to schools smaller than 1,000 K-12 nor larger than 28,000.

The fields reported as asking represented in the vocational or technical education programs in the 20 institutions were similar in some respects, but also varied, as well, as shown in Table 2.

TABLE 2

NUMBER OF COOPERATING SCHOOLS IN EACH STATE
HAVING PROGRAMS IN GIVEN FIELDS

Field	Ark.	Minn.	Miss.	Nev.	Total
Agriculture	4	4	3	2	13
Business or Office	5	5	3	5	18
Distributive*	4		2	2	8
Health Occupations			1	2	3
Home Economics	5	5	4	5	19
Industrial**	4	4	5	5	18
Technical			1	4	5
Other:					
Cooperative Education***		2		2	4
Occupational Orientation			2		2
Misc.				1	1

*May include cooperative education

**May include both industrial arts and vocational industrial education

***May, or may not have training in more than one field.

For example, home economics was offered in all but one. Business or office education was found in all but two, as was also true for industrial education. In both these program types, however, there were variations as to courses offered within them. Agriculture, also, was very common, being offered in 13 of the 20 schools. Distributive education programs, on the other hand, were in only eight, although the four schools reporting cooperative education programs might have

included distributive occupations on a cooperative basis only. There were only three systems offering training in health occupations and five with technical programs. It would appear that all schools did have a need to study existent programs, the manpower needs, and the student needs and interests.

The objectives of each local or area school evaluation project conformed to those of the related state project and of the Multi-State project. Additional objectives, however, were stated by several schools in one state. In other states there may have been additional local project objectives or purposes, even though they were not recorded.

Results Within The States

The selection, planning, and carrying out of activities in the cooperating school systems resulted in many activities common to all, but also in some activities of a special nature, or unique to a local project. In one state all schools completed all the minimum required activities. In another state four of the five did so. In the third state all schools conducted all required minimum activities, but one school had not completed all of them at the time of the state final report. In the fourth state all minimum activities were planned. Three of these school systems completed all of these. One school did not organize an advisory committee and one did not prepare a statement of philosophy and general objectives of the local program. In effect, then, 18 of the 20 cooperating schools did complete the minimum activities for the project. Additional activities were undertaken in one or more states, and by one or more school leadership teams. Twelve schools in the four states tried out the Ohio Vocational Interest Survey. This activity, as well as other special activities, will be presented in more detail at a later point in this report.

Although the statement of philosophy and objectives of vocational education in the local institution was an activity of nearly all cooperating schools, no comparisons of the results of this endeavor were made, nor was any summation of this activity attempted. It is known that several developed statements for each occupational program area or field. Most prepared a statement of philosophy of vocational education. Few, however, explicitly stated over-all objectives of vocational education for the school systems. Following are examples of statements of general or over-all objectives made by three schools in two states.

Sample Objectives From Three Schools

-To provide a program that reflects changes in occupations and employment.

-To prepare employment-bound youth for the world of work

-To instruct the student in employer-employee relations, and to provide training in personality development.

-To help the individual master the basic skills of a vocation for which he has aptitude and in which job opportunities exist

-To develop desirable attitudes for successful employment

-To provide basic knowledge in abroad number of Vocations

The present study did not attempt to identify the reasons why certain activities were not conducted. There is no full explanation, therefore, for failure to include general objectives in the local project final reports, or to prepare well worded statements for reporting. It may be that administrators and teachers had never done this before. It is possible that they had not received adequate training for this activity. It may be that members of the faculty were primarily concerned with objectives for their own specialties; or possibly this was not stressed sufficiently by the chief investigator or the state leaders, although the investigator did present a theoretical framework for deriving such objectives. Schools in the Michigan Evaluation Systems project did not report the process through which over-all objectives were stated. In the final report of the project it was stated that "Some schools paid a minimum of attention to objectives....This may be the most serious weakness of this project."(5) It appears that an inadequate model was provided for this activity by the Michigan project.

Other Activities Conducted

Nine schools in three states used the Vocational Education Information Inventory, developed during the Michigan Evaluation Systems Project as an aid to local staffs in developing and stating a philosophy of vocational education and general objectives of local programs. Only one used the inventory to compare staff scores at the beginning and end of the project as one means of assessing the outcomes of the project, although this had been suggested to all state leaders as an optional activity. In that state the analysis was not completed due to failure to identify respondents in the administration of the inventory at the year's end. No norms had been established for this type of use, although jury ratings of the items in the instrument had been obtained by the researcher and had been made available. No positive results are reported on this activity.

Conducting employer interviews, or staff visits to industries and businesses was another activity, added in this case by all schools in one state and by three schools in two other states. This activity, as well as some others will be discussed in a later section of this report.

Local Staff Involvement

Since staff involvement was a required activity, and was considered basic to the success of a locally directed evaluation endeavor, it is pertinent to examine the extent and nature of it. All 20 local leadership teams organized faculty committees called "steering committees", "study committees", or otherwise designated. As presented in Table 3, the range in number of faculty members involved, and the average for each state show marked similarity. Variations were greater within states than the averages among the states. These committees all included vocational teachers and most also included guidance counselors and other

TABLE 3

STAFF INVOLVEMENT IN LOCAL PROGRAM EVALUATION ACTIVITIES
IN THE TWENTY SCHOOLS OF THE PROJECT

INVOLVEMENT	STATES				
	1	2	3	4	Total
Range in number of faculty directly involved in each school including administrators.	11-19	*	11-20	11-21	--
Total number involved	71	72	76	72	291
Average number involved per school	14	14	15	14	14
Average number staff committee meetings held per school	3	4	4	7	--

*Range not reported

teachers in the system. Administrators were not universally included. Some served as one of the two on the leadership team, while others were on the local committee.

The average number of meetings held per school was similar among the states, with one exception. This exception is a school in the fourth state in the table. This school held 20 meetings. The large number of meetings of that particular school is accounted for, in part, by the fact that it did not use citizens' advisory committees, during the year of the project, although they had been used in previous years. The local leaders reported the belief that the faculty committee might have partially filled the intended role of a citizens' committee in some of its meetings.

The meetings of faculty committees quite generally related to certain similar functions. These included orientation of and reporting to the local staff regarding the project, planning activities to be conducted, developing statements of philosophy and objectives for the vocational programs, describing and developing the school's vocational education programs, reviewing follow-up and other survey forms, nominating potential advisory committee members, providing communications regarding the project and processing and analyzing data. In one state two faculty committees met jointly with citizens' committees. One of these joint groups developed a set of job competencies.

State leaders reported that much of the work of the project was done by individual teachers and samll sub-committees. In many schools, particularly the larger ones, sub-committees were formed according to program structure such as agriculture, business, home economics, etc.

The extent to which time was provided, or compensated for to work on the evaluation appeared to be related to involvement. In each state a few persons enrolled in a university for credit in a special problem or independent study. In one state this was done by a large number for "state certification credit." In this state 27 individuals in the five schools enrolled with a university for credit in an individual study. This arrangement appeared to the state leader to be at least partially effective in obtaining faculty activity in the local evaluation effort.

Citizen Involvement

The involvement of citizens in local program evaluation included staff interviews of employers, both in regard to curriculum and to student follow up. This activity was reported in a previous section. The major involvement, however, was represented by organizing and using citizens' advisory committees in the evaluation effort.

The extent of use of citizens' advisory committees for evaluation in the four cooperating states is presented in Table 4. The explanation, in the case of the second state, of two school systems not using such

TABLE 4

EXTENT OF USE OF CITIZENS' ADVISORY COMMITTEES FOR EVALUATION OF LOCAL PROGRAMS OF VOCATIONAL EDUCATION

EXTENT OF USE	STATES			
	1	2	3	4
Number of schools organizing and using committees	5	3	5	4
Range in number of committee members per school	15-45	11-42	20-29	30-54
Average number of committee members per school	30	18	24	38

committees is that one school was delayed in the whole project by faculty negotiations and a change in leadership, and that the other was faced with special characteristics, being a post-secondary area school. Over 90 per cent of the school's enrollees within the latter school came from outside the district in which the school was administered, actually from all parts of the state; and placement of graduates was mostly outside the immediate community. Curricular committees drawn from industries relevant to that institution's programs had been used previously and were used during the project year. A revised plan for further use of a citizens' advisory committee is one outcome of the project. The one school in the fourth state not using a citizens' advisory committee is the one previously reported as having held a very

large number of faculty committee meetings, and with these committees serving as the school's "advisory committees."

The membership ranges and average number in a school in the states also are given in Table 4. It can be noted that there was a variation in the number of citizens serving on such committees in each school. The record of those schools having general vocational education advisory committees, as well as departmental or craft committees was kept in some states.

One state had an average of 5-11 committees per school, with a total of 36 different occupational committees, and three schools had general committees in addition to occupational field committees. In another state 53 citizens were involved as members of advisory committees in the three schools using such committees. The size varied from 5-11. Two of these schools had faculty committees meeting jointly with citizens' advisory committees, with reportedly good results. In the third state three schools used already existing craft, or departmental advisory committees. Two schools organized new committees for evaluation which were reported by the leader in that state to have been more effective than the three that decided to use committees that had been previously established. In the fourth state four schools involved a total of 144 citizens in 18 advisory committees, or an average of eight per committee.

It is evident from Table 5 that the states did not follow a uniform practice with respect to choice of activities by cooperating schools.

TABLE 5

EVALUATION ACTIVITIES WITH WHICH LOCAL/AREA CITIZENS' ADVISORY COMMITTEES ASSISTED

ACTIVITY	NUMBER OF STATES REPORTING
Public relations and dissemination	3
Interpreting data relating to vocational education programs	3
Appraising facilities and equipment	3
Reviewing or formulating recommendations	3
Developing instruments	2
Making curriculum studies	2
Planning for the evaluation effort	1
Identifying vocational education needs	1
Planning or conducting occupational surveys	1
Interviewing industrial personnel	1
Review or tour of vocational facilities in several schools	1
Formulating statement of philosophy and objectives	1
Reviewing instructional materials	1
Promoting a bond issue	1

Whereas a given activity was reported as having been engaged in, in three states, this could have been an activity of all the schools in these states or in only a few of them. Likewise, an activity reported by only one state might have been engaged in by more than one school. Within a given school, likewise, it is likely that craft or departmental committees, as well as general advisory committees might have engaged in a given activity. Furthermore, there might be some activities actually engaged in but not reported to the state project leaders.

Program study in relation to manpower needs, student needs, and interests

It has been indicated previously that study of current programs in light of manpower needs, perceived student needs, and student interests is an activity that was recommended by all state leaders. A variety of ways in which this might be done also was suggested by them, so that choices might be made by those involved in the work in the 20 institutions.

In one state eight different sources of recorded data relating to manpower needs were made available. Four of the schools' staff committees analyzed these, and reported summaries of them to their citizens' committees. In one school the citizens' advisory committee did this. Two of the schools sought information directly from employers through teacher interviews. One leadership team and staff committee conducted an occupational survey of the area served by the school. One school surveyed part-time employment engaged in by in-school students.

In a second state the local leaders focused attention on a state study which was already well under way at the time the project was started. Information had been obtained and analyzed from 1856 male students in schools which included four of those schools involved in the project. Through this survey a comparison was made between student anticipated employment and actual employment of these students' fathers.

In a third state three of the schools studied manpower information in relation to programs. In one of these the teachers were released from in-school assignments to interview employers, using a uniform interview form. The results were presented and discussed by the advisory committee. In another school the advisory committee assisted in developing a list of competencies perceived to be needed by students as they completed the various programs and sought employment.

In a fourth state a systematic effort was made to utilize data from the State Division of Employment Security. Four schools cooperated in this. One school was able to use an in-depth, occupational skills survey taken by this agency. Another school cooperated with the manpower sub-committee of the Model Cities Project. One school conducted interviews to 73 business firms in the area. These employers were asked to project needs six months, one year, two years, and three years in the future. Teachers in another school visited 31 places of employment. Another school received responses to 82 firms to which requests had been made for information regarding employment opportunities available, educational requirements and projected employment needs. One school

surveyed part-time employment of the student body and discovered that 44 per cent were working for wages during the school week.

Study of students' interests, beyond what already was being done through the guidance services of the schools in cooperating states, was more nearly uniform in one respect. All states, with varying degrees of participation, tried out the Ohio Vocational Interest Survey(OVIS) (8). The four states were provided 3,000 booklets. One state obtained additional survey booklets, through special arrangements with the publisher, and actually administered the OVIS to 3,358 students in the 8th, 9th, and 10th grades.

The purpose of trying out this instrument was to ascertain its usefulness in providing supplementary information about students' interests which might prove useful in answering the following criterion questions:

1. Are the vocational programs offered in the school system adequate to provide for the range of vocational interests of students in the system?

2. Are the occupational plans and interests of the students congruent with manpower needs of the community and/or area to be served?

3. Are actual enrollments in vocational programs commensurate with interests?

4. Are the students enrolled in the areas in which they have tested interests?

In the state in which 3,358 students were tested all five schools tried out the OVIS. The use was hampered by a delay in processing results and by lack, at that time, of an interpretation manual and national norms before the concluding of the project. The following excerpt from the state project leader's final report reveals possibilities in its use.

> "All five schools reported definite plans to use the data in counseling students on their career planning. Four schools reported using the information as one guide for suggesting needed curriculum changes. Actual changes were reported in one school as due at least in part to the interest data. Two other schools indicated curriculum changes were in the planning phase.
>
> "Two schools reported that a very high percentage of their students (75% and 85%) were interested in taking some vocational courses. One school reported finding a considerable discrepancy between the vocational choice of the student and his highest tested interest. The discrepancy was found to be larger in the case of ninth graders than it was with tenth graders. They planned

to use the difference in students' stated occupational choices and their tested interests as supporting evidence of the need for a formal course in occupational orientation."

"One school indicated a definite desire to continue using the instrument with eighth grade students. They planned to use the information to help them identify students who are interested in vocational subjects. A second school indicated further testing will be done at a later date in order to identify other specific areas of interest."

In another state the instrument was used in just one school system. It was administered to students in the 10th grade in two high schools of the county district. Outcomes include the following:

Comparative interests of students in two schools, previously unavailable
Revelation of gaps in program offerings as indicated by surveyed interests
Evidence of need for reorganization of one (traditional) program
Evidence of need for occupational orientation

In another state the survey was used in the four secondary school systems in the project. In this state it was also desired to compare test results with those from other instruments being used in the four systems. Reportedly, one school used the results extensively in planning vocational course expansion for the program. In another system the results appeared to support the continuance of programs then extant.

In the fourth state four schools used the OVIS with one or more classes. One school found agreement between measured interests in total, and interests claimed by pre-graduating seniors of the previous year. This school was able to identify needs for new vocational courses, based on students' measured interests. The cooperating schools indicated the values of the instrument for information helpful in career planning below the 11th grade.

The chief investigator and his assistant provided guidelines for analyzing OVIS data, based on experiences of the state and local leaders, and study of profile charts available. These guidelines were further revised in light of experiences in the projects, and are included in the Manual, Third Edition, previously referred to.

Other activities contributing to evaluation of curricular programs and to program planning were conducted, but not by all schools nor in all states. Some of these are discussed at this point under the designation of special activities.

Special local activities were engaged in by some of the schools which hopefully would contribute to the total effort of studying the existing programs. In two schools in which parent interest surveys were conducted the findings are relevant. In one of these, responses were obtained from 668 parents of children in the 7th, through 10th grades. In the other the parents of students in the 10th grade were surveyed.

In both instances the parents' reactions to program offerings were obtained, and in one case their reactions to the proposed establishment of an area vocational education center was sought and obtained. Suggestions for improvement of program were obtained in both cases.

One school had two special curriculum committees studying the need for occupational education at the elementary and junior-high school level. In another state a local leader conducted a student career aspiration study. This was not a part of the local project, however, the findings were considered in relation to other information and in making recommendations for improvement of programs. In a different state a home economics teacher in an opinionaire survey of all girls in the high school, 9 through 12, received expressed vocational interests, career plans and reactions to many aspects of the existing program. This survey was also given to girls enrolled in home economics in two other schools.

In one school in another state an occupational survey was conducted to determine occupational patterns, income, and job titles of students' parents. Information yielded by this survey was utilized in planning and expansion of adult vocational education programs for the system.

Follow-up Studies

The activity of conducting follow up surveys was expected of schools in all four states. In one state four schools conducted follow-up. In another, all five schools did so. In a third state the four secondary systems conducted surveys and the junior college system completed plans for the survey but had not conducted it by the close of the state project.

In the fourth state, however, the State Research Coordinating Unit had almost concurrently completed a state-wide follow up of former students enrolled in vocational courses. Even though this did not include all former students in the schools, and in this sense was incomplete, still all five schools had cooperated and had information at least in regard to former vocational enrollees. Likewise, the survey of in-school students previously referred to was also being conducted almost concurrently, and had provided substantial information for program planning. A number of other state-directed activities either obviated the need or competed with local leaders' or staff time so that no new mailed questionnaires were sent to former students. All five schools did, however, conduct follow up of former students through interviews with employers. A total of 180 employers were interviewed in the five districts served. Also one school conducted a follow up of former home economics students. Two other teachers in this school and four in a second school also conducted informal surveys using instruments developed by them.

In the other three states 12 secondary systems, one post-secondary system and one junior college were involved in follow up. Of the 12 systems conducting follow ups of former secondary students, five involved one graduating class each, four involved two classes, two involved three

classes, and one follow up was confined to former students from four classes. In all these cases all but two schools surveyed all the former students, rather than just those who had taken vocational courses. The two cases were large systems in which random samples were drawn and followed up. In only one of these the follow up was limited to former enrollees in vocational courses.

All but two of the classes selected for follow up had been out of school two or more years. One class followed up had graduated a year previous and the other had graduated in the survey year. Percentages of returns reported varied from 44 per cent to 89 per cent.

The experiences of the 14 schools in conducting mailed surveys prompted the drawing of a number of inferences in regard to (a) value or usefulness, (b) follow-up procedures, and (c) possibly inhibiting conditions.

The experiences of these schools seemed to support the following as the kinds of information most likely to be of value:

-Adequacy of preparation for the job
-Job satisfaction
-Wages
-Advancement
-Time necessary to get job.
-Job mobility and location of first employment
-Whether further training had been taken
-Desire for additional training, kind of training
-Supervisors' rating

Two procedures were demonstrated as having a positive effect on the values of follow up. One of these is the stating of objectives and criterion questions first before items are listed in a follow-up form, and the exclusion of questions which would not cnntribute to testing of a stated objective. The second procedure or practices validated is that the more staff members are involved in the follow up, the more likely they are to use information from returns. This does not mean, however, that each should help to word items to be included in an instrument.

The chief investigator and state leaders had stressed established techniques and procedures for follow up, both in workshops or project review meetings, and in consultant work with local or area school project leaders. Certain procedures included among these, as well as others, were demonstrated in the cooperating schools as being important and/or valid. These are as follows:

-The instrument should be pilot tested before using. It may well be tried out with in-school students to eliminate ambiguous words or phrases.

-Endorsement of a well known and respected person should appear in a cover letter

-The obtaining of addresses of former students and mailing should be the responsibility of just one person.

-Telephone contact should be used, rather than a second follow-up letter to elicit delayed responses because it is more effective.

-To obtain valid addresses, inquiry should be limited to more recent graduating classes, even though more useful data may be obtained from more experienced graduates.

-Personal interview would appear to be the only practical way to follow up drop-outs

-If the number of respondents is large, electronic data processing should be used.

-Currently enrolled students may be used effectively when staff time is a critical factor and/or insufficient professional clerical help is available.

-The months of December through March appear to be best for mailing follow-up instruments.

The failure of a school to make a follow-up survey, or the making of a follow up that does not yield reliable, valid, and useful information may be due to lack of observance of some of these procedures. It may also be due, however, to the presence of certain inhibiting factors identified in the cooperating states.

One of these inhibiting factors is the occurrance of previous, or simultaneous state - directed surveys of a similar nature. The practice of limiting the follow up to former students enrolled in reimbursable vocational courses is another. In some cases these two inhibiting factors occurred together. A third inhibiting factor identified is that of a lack of clear-cut policies with respect to over-all program objectives and clientele.

Many of the schools conducting follow-up surveys did so for the first time. This is also true of many of the local/area team members and cooperating staffs. There are, on the other hand, strong endorsements of this activity as a major one to include in a local program evaluation. There is also considerable evidence of the use of the findings, along with other information, for drawing inferences as to need for changes or additions to local programs to help make them more relevant or effective.

Special Activities

Varied activities were engaged in by one or more schools, as is set forth in Table 6. Eight schools in three states conducted employee interviews or staff visits to industries or businesses. One of these states, the one in which a mail survey of former students was not conducted, had all five schools involved. A total of 180 employers, thus,

TABLE 6

PARTICIPATION BY SCHOOLS AND STATES IN EVALUATION
ACTIVITIES ADDITIONAL TO THOSE REQUIRED IN THE PROJECT

ACTIVITIES	NUMBER OF SCHOOLS IN EACH STATE ENGAGING IN ADDITIONAL EVALUATIVE ACTIVITIES				
	STATE				
	1	2	3	4	Total
Studied students' vocational interests through OVIS	5	2	4	1	12
Used VEII with school staff	5	2	2	-	9
Conducted employer interviews or staff visits to industries	1	-	2	5	8
Conducted parent survey	2	-	1	3	6
Conducted survey of in-school students	-	-	1	4	5
Provided appreciation dinner at local project report meeting(s)	3	2	-	-	5
Made school-wide curriculum study	2	-	3	-	5
Cooperated with R.C.U. follow-up system	5	-	-	-	5
Conducted occupational, or employment survey	2	-	2	-	4
Used consultants in addition to state project leaders	4	-	-	-	4
Produced description of school programs	-	-	3	-	3
Prepared popularized edition of final report	3	-	-	-	3
Conducted study of part-time students	1	-	1	-	2
Made feasibility study of school placement bureau	-	-	2	-	2
Included adult education in evaluation	-	1	-	-	1
Utilized school research study committee	-	1	-	-	1
Conducted employer follow-up	-	1	-	-	1
Conducted student aspiration study	-	1	-	-	1
Made visits to other schools to study programs	-	1	-	-	1
Conducted evaluation of industrial arts program at elementary school level	-	-	1	-	1
Conducted teacher self evaluations	-	-	1	-	1
Used agency "evaluative criteria"	-	2	-	-	2

were interviewed. Reportedly, considerable information was obtained bearing on unspecialized competencies being sought by the employers.

Six schools in three states conducted parent surveys. In the main, these were made to: (a) obtain parents' desires regarding program offerings for their youth, and/or (b) information about parents' occupational status as a basis for planning adult vocational programs, but also with implications for secondary and post-secondary programs.

The five schools in two states conducting surveys of in-school students did so for either of two reasons: (1) to get information on part-time employment held, or (2) to inventory students' vocational interests, career plans, parents' occupations, and evaluations of available offerings.

The five schools cooperating with the R.C.U. state-wide follow-up system were all in one state. Because of the unique character of this activity the following description is taken from the state project leader's final report:

> "The objective of the try-out of the state R.C.U. System was to determine whether the computerized system developed for post-secondary students could also be used successfully with secondary students.
>
> "The system consists of three basic data collecting instruments, an entry personal data form, an exit information form, and a follow-up instrument...From these input instruments, enrollment and follow-up summary reports are generated and sent to the cooperating schools.
>
> "Copies of the instruments were made available, and the operation of the system offered to the project leaders... All of the project leaders,...decided to participate. Several leaders said they viewed the system as a possible way of getting a follow-up procedure established on a continuous and computerized basis
>
> "The entry personal data form was administered to approximately 775 seniors in the fall of 1968. Four schools elected to have only their vocational students complete the form while the fifth school administered it to all seniors. By March of 1969, all the data had been key-punched and computer print-out reports giving names, addresses, and other basic information sent to the respective schools.
>
> "In May, most of the same students completed the exit information form. Again, the new data were key-punched, and up-dated reports prepared and distributed to the respective schools.
>
> "In November, these same students were sent a follow-up instrument using a computer to print-out the names and addresses which had been obtained from the forms the students completed as a senior...Plans called for at least three

mailings to those who had not responded but financial restrictions allowed for only one mailing. Some problems were also encountered with incomplete addresses and questions which were inappropriate for the secondary and especially for the non-vocational secondary student.

"Information obtained will be analyzed in the near future and reports sent to the respective schools. Delay in the follow-up analysis has been caused by the need to change original computer programs written for the university... computer, into a new format adaptable to the computer in the State Department of Education where the analysis will be made.

"The try-out pointed up the need for rewording many of the questions. The Program Planning and Evaluation Section of the State Department of Education has assumed responsibility for changing and refining the system before extending its use to all secondary vocational students. The try-out of the original forms has demonstrated that they need to undergo considerable modification and simplification if they are to be used successfully with secondary students."

Another special activity was a study of adult education in one school. The instructor of the adult farm management program was involved by the development of a follow-up instrument to be sent to families of former adult class students over a three-year period. An 80 per cent return yielded information on perceived contribution made to the farm family, areas of instruction of most and least assistance, and opinion on priorities of various areas of subject matter.

The study of elementary industrial arts also was a unique activity. The school system in which this was done had had a high drop-out rate in the elementary grades, and the community had had a high unemployment rate. A program was developed and planned through which potential drop-outs and other pupils would receive exploratory experiences and could develop some general competencies that might lead to employment in the world of work.

Another special activity was referred to as a "teacher self evaluation." The focus of the instrument developed was primarily that of input, or process. This instrument consisted of 108 items under the headings of training philosophy and objectives, administration and facilities. The items were selected by the staff committee, with the assistance of the advisory committee and a consultant from the State Department of Education. Teachers checked presence or absence of the

characteristic or provision mentioned in each item.

In one state a secondary school and a junior college identified needs for a school placement bureau as made manifest by staff and citizens' committees. The junior college established and filled a position of full-time director of the placement bureau before the completion of the project. Likewise, the secondary system established the combined position of counselor and placement director.

In this state there was one school in which a number of other special activities were conducted or started. A simple vocational interest form was developed and used with 109 juniors enrolled in the high school. The OVIS was used just with 200 pupils in the seventh and eighth grades. A pre-test and post-test was administered to 97 seniors in connection with use of an "occupational exploration kit." A survey of occupations and income level of parents of all students was completed. All vocational teachers cooperated in preparing a "vocational handbook" for use in the guidance program. In addition, an "Aptitude for occupations test" was used with 250 juniors and seniors. Some of these activities might ordinarily be thought of as a regular part of a good school vocational guidance program. The project leader in this school was the guidance counselor. This fact may have been in part responsible for the inclusion of some of these activities in the project by the staff committee.

Local Changes Made, or Recommendations Implemented

It would be interesting to know in what changes have taken place as a result of the evaluation projects in the 20 schools. Valid assessment of this sort would be difficult to make. Some of the reported changes might already have been tentatively decided upon or partially planned prior to the year of the local project. It covered only the academic year 1968-69 plus, in some cases, a part of the 1968 summer and/or spring, and a few weeks of the summer and/or fall of 1969 prior to preparation of final local reports. Some reported changes were in terms of perceptions by leadership teams. While these are of interest they are without objective support, for the most part.

There were five perceptions, nonetheless, that were reported to state leaders in considerable numbers and are worthy of note. These are--with number reporting--improved statements of program philosophy and objectives(19); improved understanding and a closer coordination among members of vocational staffs(14); improved understanding and support of vocational programs by administrators and school faculty(12); increased citizen enthusiasm and support for vocational education(8); and increased vocational staff involvement with business and industry.(8).

Specific changes recorded, with number making changes, include the following: additional class sections in vocational courses(6); other vocational courses added(8); vocational or occupational orientation, exploratory programs or "exemplary programs" installed(6); course revisions made(4); local director of vocational education position created(4); cooperative occupational education programs added or expanded(5); placement bureaus established(2); new equipment purchased(2); area schools approved, with financial support by voters(2); improvements in vocational guidance(2) additions to staff(2); revision of the English programs(1); and miscellaneous(3).

In addition to the changes just mentioned every team made recommendations to its local decision makers in their final reports on their projects. These were not all necessarily included in the final project reports submitted to the state project leaders nor in the state leaders' final reports of state projects. Sufficient information is available, however, to indicate the major substantive content of the recommendations.

The most common recommendation was that of adding courses to the curriculum, mentioned 15 times. These were almost exclusively specialized courses in vocational education. Rearrangement of, or additional space and/or facilities were mentioned three times. Adding a vocational teacher was recorded as a recommendation three times, as was also the development of, or acquiring instrument materials.

Other recommendations reported relate to buildings, counseling and guidance, shared-time arrangements, and adding of a sub-administrator for vocational education. Three recommendations of a different sort were recorded, relating to enrollment of students. In one case required enrollment in one vocational course for graduation was advocated. In another, it was recommended that all college-bound students be provided opportunity to prepare for part-time employemtn to help defray costs of education. In one instance permission was recommended for students to enroll concurrently in courses in two different occupational fields when justified by students' career objectives.

Follow up of local and area schools involved in the Multi-State Project subsequent to completion of their evaluation projects might have been desirable. It was not planned for, however, in the design of the project. It is reasonable to assume that continued contacts with these schools have been made and will be maintained by state leaders in the four states. Evidence of the likelihood of continuance of local program evaluations was asked for by them in the final reports made by all 20 schools to state leaders, and through depth interviews conducted by these state leaders.

The resulting finding is that all 20 school systems planned to continue with locally directed evaluations. The more common activities to be continued were reported to be citizens' advisory committees and follow-up surveys. In one state a locally directed evaluation in area post-secondary schools has been mandated for alternate years.

This leads to the question of efficacy of the system from the view point of local or area project leaders and their administrators. Their judgments were in their final reports made by all cooperating schools to the state project leaders, and in the depth interviews conducted by these state leaders.

In one state two schools reported that the system worked well. Three who reported that it worked "fairly well" indicated that time, extending through more than two years, would be needed, or that the fault was local rather than in the system.

In another state the interviews revealed that the system worked well in four out of the five participating schools. This was also evident in the final reports of their projects.

In a third state the following conclusions were drawn:

> "A comparison of specific objectives of the local projects with the accomplishments cited in the final report of each school indicated that all of these objectives were attained to a high degree. Further, the high level of satisfaction with the project reported by the local project leaders, administrators, vocational staff, and citizens provides additional support for this generalization. None of the personnel involved has in any way indicated disappointment with the overall project."

In the remaining state the following statement was made by the state leader on the basis of local reports and depth interviews.

> "Generally, local project staff, vocational and nonvocational staff, administrators, and citizens agreed that local school objectives for this evaluation project were achieved to a great degree. This concensus is supported by the lists of activities that were accomplished by each school system in the project. Further support for this generalization is based on the fact that enthusiasm for evaluation, and participation in project activities, actually increased as the project progressed. Also, favorable comments were made in at least four of the schools that evaluation

efforts would be a continuous part of the vocational education program"

Staff and Citizen Reaction to Activities

A check list of selected evaluation practices was developed and made available to state leaders to use in obtaining reactions from citizens and staff involved in the five cooperating schools in each state. This was an optional state-leader activity and was in addition to depth interviews conducted by them. Because of these interviews and pressure of other activities the check list was used in just one state. The results of the reactions on the part of 85 citizens and 49 local staff members are presented in Table 7.

As may be noted in this table the citizens' reactions were positive and strong to all activities except the last one. This is a practice in which most citizens were not involved. It is interesting to note also, however, that a considerable number of staff members also reported insufficient experience with this practice to evaluate it. Apparently the only practice judged to be a poor one by as many as eight out of 49 staff members was that of using a mailed questionnaire to employers regarding their satisfaction with former students now in their employ. This was also marked as a poor practice by more citizens than any other one except no. 9. Both groups in that state apparently thought more highly of the interview approach.

The Dissemination Phase

The third phase of the project called for two major tasks. The first related to the final report of the project and the revised manual. The second, or dissemination task was to provide extensive communications in regard to the system being tried out and demonstrated in the project. This involved preparations, presentations and consultant service at state, regional, and national conferences, and in workshops.

TABLE 7

FREQUENCY TALLY OF CITIZENS' AND EDUCATORS' REACTIONS
TO SELECTED EVALUATION PRACTICES
(ARKANSAS PROJECT)

DIRECTIONS: Please circle a number for each item indicating your reaction to the item.

1. - Good practice
2. - Insufficient Experience to Make Judgment
3. - Poor Practice

	CITIZEN RESPONSE			STAFF RESPONSE		
	1	2	3	1	2	3
1. Evaluating the total education effort of the school system (elementary, Jr. high, senior high, post-secondary and adult).	68	16	1	45	2	2
2. Having an individual appointed from the local school system as the leader for the local vocational education evaluation effort.	75	7	3	44	3	2
3. Having designated as the project leader an individual who has been in a leadership role with the school system.	78	5	2	45	2	2
4. Orienting faculty members about the evaluation project through regular faculty meetings.	59	23	3	41	4	4
5. Using consultants from outside the school to assist in the evaluation effort by asking them to help plan the evaluation, to make recommendations to help organize the evaluation, and to clarify information.	72	9	4	45	3	1
6. Providing release time for staff members to assist in:						
a. Developing objectives for the local program of vocational education.	71	12	2	40	7	2
b. Developing a statement of philosophy of vocational education.	59	23	3	39	6	4

7. Utilizing the services of local citizens to assist in:						
a. Developing a statement of philosophy of vocational education.	73	10	2	41	3	5
b. Developing objectives for vocational education.	75	9	1	42	2	5
c. Reviewing curricula and courses of study.	72	7	6	44	5	0
d. Making evaluations based on information obtained.	70	11	4	47	2	0
8. Using a staff committee to assist in the planning and overall direction of the evaluation.	68	16	1	49	0	0
9. Structuring the evaluation plan using the vocational education program objectives as a basis for determining the success of the program.	62	19	4	42	7	0
10. Conducting follow-up studies of all former students from selected classes.	64	18	3	47	2	0
11. Interviewing employers concerning their satisfaction with workers who are former students.	51	17	7	41	7	1
12. Mailing a questionnaire to employers concerning their satisfaction with workers who are former students.	41	15	19	35	6	8
13. Interviewing prospective employers by vocational education staff members to determine the competencies employers seek in their employees.	64	19	2	44	3	2
14. Reporting evaluation study findings to various segments of the community population.	65	17	3	43	5	1
15. Securing strong administrative commitment for the evaluation effort.	69	14	2	47	2	0
16. Using instruments provided by the state project leader:						
a. Ohio Vocational Interest Survey	19	61	5	32	12	5
b. Vocational Education Understandings Inventory	19	60	6	24	24	1
c. Manual - Evaluation of Local Vocational Education Programs	26	55	4	26	23	0

Communication Through the Manual

The revised manual is a major outcome of the project. While in one sense it is a revision of the manual, second edition,[1] resulting from the Michigan Evaluation Systems Project[2] it is in reality a re-write based upon experiences in the four cooperating states. State project leaders provided inputs of information and examples of accomplishments in state and local projects. Instruments developed and used in the states were included in the appendix. The assistant on the project 1969-1970 wrote or assembled certain portions. The preliminary draft was read by all state leaders and a consultant, and suggestions were given in a meeting of these leaders and the consultant and project officer.

The duplicated manual was disseminated in several ways. Copies were supplied to each state for further use there by state project personnel and local administrators. All participants, staff members, and resource persons in the three regional workshops were provided with copies. Leaders at the national level and others also received copies.

Because of the anticipated wide interest in the manual approval was requested and granted from the U. S. Office of Education for contract to have it published by a commercial printer and publishers, Danville, Illinois.[3]

Communication Through Conferences

Throughout the three years of the project, communications have been provided through various conferences, institutes, and workshops. Those in which presentations were made by the chief investigator, listed chronologically, are as follows:

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1. Harold M. Byram and Floyd McKinney, "Evaluation of Local Vocational Education Programs, Second Edition." E. Lansing, Michigan, College of Education, Michigan State University, March 1968, 83 pp & vi

2. Harold M. Byram, "Evaluation Systems for Local Programs of Vocational-Technical Education", Final Report Project No. 7-0211, Grant no. OEG-3-7-070211-1679, E. Lansing, College of Education, Michigan State University, October 1968 129 & iii

3. Harold M. Byram and Marvin Robertson, Locally Directed Evaluation of Local Vocational Education Programs, Third Edition, Danville, Illinois, The Interstate Printers and Publishers, December 1970, 97 pp. & vii

DATE	NAME OF CONFERENCE, INSTITUTE OR SEMINAR	No. OF PARTICIPANTS	LOCATION
1968			
Feb.	Central States Seminar on Agricultural Education	120	Chicago, Ill.
May	National Seminar on Evaluation, North Carolina State University	45	Raleigh, N.C.
July	Central Regional Conference, Research in Agricultural Education	45	Lexington, Ky.
Oct.	Minnesota Department of Education	20	St. Paul, Minn.
Oct.	National Conference on Evaluation	165	Atlantic City
Dec.	Research Department, American Vocational Association	150	Dallas, Texas
1969			
Feb.	Michigan Council, Local Administrators of Vocational Education and Practical Arts	70	Lansing, Mi.
Feb.	S. W. Michigan School Boards and Administrators	100	Lansing, Mi.
June	Faculty and Graduate Students in Vocational Education, University of Arkansas	25	Fayetteville Ark.
Aug.	National Institute on Improvement of Vocational Education Program Evaluation (U. of Arkansas)	100	Fayetteville Arkansas
Aug.	National Conference on Evaluation of Vocational-Technical Education Program Effectiveness, (U.C.L.A)	30	Los Angeles
1970			
Feb.	USOE Conference on Evaluation	25	Washington, D.C.
May	Workshop on Evaluation of Vocational Education	70	Louisville, Ky.
June	Conference on Accreditation of Post-High School Institutions	70	Atlanta, Ga.
July	Michigan Conference, Teachers of Vocational Agriculture	150	E. Lansing, Mi.
Aug.	USOE Conference on Evaluation	25	Washington D.C.
Sept.	Central Kentucky Workshop on Program Evaluation	70	Lexington, Ky.
Dec.	Agricultural Division, American Vocational Association	75	New Orleans, La.
1971			
Feb.	Central States Seminar on Agricultural Education, Program on Evaluation of Vocational Agriculture	125	Chicgo, Ill.
Feb.	Workshop on Local Program Evaluation	35	Kena, Alaska

From the foregoing list it may be observed that eight presntations at the state level to 540 educators, three presentations at theregional level to 290 educators, and nine presentations at the National evel to 685 educators were given, or a total of 20 presentations to pproximately,

1,515 educators, with only a few duplications.

Presentations made by the chief investigator or his assistant to university graduate classes or workshops were supplementary to these contacts. Three were given at the University of Michigan and 11 at Michigan State University. An estimated 200 teachers, administrators, and other graduate students were involved in this way.

Communication Through Publication and Audio Visual

A brochure describing the project was printed and given wide distribution in several of the national meetings, and through the state project leaders at state and local meetings within the cooperating states. An article on evaluation in which the Multi-State Project is mentioned was written by the chief investigator and published in the Journal of Industrial Teacher Education. The American Vocational Journal published an article announcing the regional workshops sponsored by the project. A news release was prepared and given wide distribution at the start, and another one near the end of the project. Local newspapers in Nevada also carried two stories relating to the projects.

State project leaders added to these communications by two radio presentations in Minnesota and one in Nevada. An article was published in the Minnesota Vocational Association Viewpoints and in the (Nevada) Vocational Reflector. A brochure was published describing the Arkansas project and given wide dissemination in that state and a national institute on evaluation. Local leaders from three Arkansas schools also reported on their part in the project at a National institute. Dissemination also resulted from duplication of 100 copies of the Arkansas final report.

A half-hour video tape was made of the presentation of the local evaluation project at Blooming Prairie, Minnesota as presented by the leadership team of that local school system. Copies of the tape have been obtained by Minnesota and Kentucky, and Alaska, and have been shown an unrecorded number of times in these states. It has been shown twice to M.S.U. graduate classes and once each at the workshops at University of Nevada in August and Memphis in November, 1970. This video tape constitutes an illustration of the use of the evaluation system in one school. It has served as a motivation for other local educators. There are indications that further uses of this audio-visual aid will be made.

Regional Workshops

The major activity in the dissemination phase being the three workshops, it is appropriate to deal with them in some detail. The purposes of the workshops were:

1. To prepare state educational leaders to conduct programs for preparing local leaders in methods of directing or conducting local program evaluation.

2. To prepare local or area educational leaders to direct and conduct self-initiated local program evaluations.

3. To disseminate and review information about program evaluation gained in the Multi-State Evaluation Project.

The applications for participation in these workshops totaled 184. Of these, 176 were accepted. There were 44 cancellations by these applicants, leaving a total of 132 participants in the three workshops divided 49, 44 and 39 respectively. All states were represented except Delaware, Colorado, Louisiana, Maine, Massachusetts, Rhode Island, and Virginia. State departments of education were represented by 34 participants, 31 came from universities and colleges, seven from research coordinating units, 22 from local districts, 37 from area, or community college districts, and one was a state advisory council member. The numbers from each state varied from one to 15, with a median of three. If the 13 persons in state leadership positions and 40 in local leadership in the four cooperating states are added, a total of 185 educators have received training in locally directed evaluation of programs of vocational education through the Multi-State Project. These are in addition to 251 other local educators involved in the activities of the locally directed evaluations, or a grand total of 436 persons.

Table 8 shows the distribution of the participants by states and area of professional employment or responsibility. The number of participants from RCU's actually exceeded the number indicated, but were counted under state or university categories if this was their major affiliation or base. The third workshop differed from the others in that a much smaller number of participants came from local schools as contrasted with area schools. In as much as the target groups of the workshops were persons in state leadership positions it is noteworthy that 34 states were represented by such persons.

The analysis of information about participants shows several other things. One is that a desire for, or ability to participate in training in locally directed evaluation was shared by personnel in nearly all states, the exceptions being mainly in the Northeast. Another is that this is just as true of university-based personnel as of state department personnel, even though the latter more frequently mentioned in their applications a commitment to, or mandate regarding evaluation. By far the greater majority of participants in the local/area category were administrators in area vocational schools, technical institutes, or community colleges. It is a fact that local districts greatly outnumber area districts or schools. A reason for their participation may well be that these institutions are under more presure to evaluate than those in local districts. On the other hand, no special effort had been made to recruit large numbers of local representatives. It is very clear, from information about participants and their situations, as described in their evaluation plans, that there are many differences among those local/area participants. There is little to suggest either the appropriateness or practicality of setting uniform criteria for evaluation of local or area programs, nor any uniform specific requirements as to how such evaluations shall be conducted. There is evidence of commitment to local/area program evaluation on the part of participants through their attendance in the workshops. Only three in the first workshop, and one in the second workshop did not attend the full four days. Two participants in the third workshop missed the last day due to unforeseen assignments

TABLE 8

WORKSHOP PARTICIPANTS BY STATES, JOB LOCATIONS, AND WORKSHOP ATTENDED

STATES REPRESENTED	NUMBER CENTRAL WORKSHOP							NUMBER WESTERN WORKSHOP						NUMBER SOUTHERN WORKSHOP						TOTAL
	Local Sch.	Area Sch.	State Dept.	Univ.	R.C.U.	Others	Total	Local Sch.	Area Sch.	State Dept.	Univ.	R.C.U.	Total	Local Sch.	Area Sch.	State Dept.	Univ.	R.C.U.	Total	
Alabama															1		1		2	2
Alaska								3					3							3
Arizona									1	1	1		3							3
Arkansas								1					1	1	2	2			5	6
California								1		1	1	1	4							4
Connecticut			1				1													1
Florida			1				1									1			1	2
Georgia			1				1										1			2
Hawaii									2	1	2		5							5
Idaho										2	2		4							4
Illinois		2	2	1			5		1				1							6
Indiana										1			1							1
Iowa				1			1													1
Kansas	1			1			2								1				1	3
Kentucky					2		2									1	1		2	4
Maryland			1		1		2													2
Michigan	4	6	2	1	1		14								1				1	15
Minnesota			1				1													1
Mississippi														1	1	1	2		5	5
Missouri												1	1				2		2	3
Montana									2	1			3							3
Nebraska					1		1													1

STATES REPRESENTED	NUMBER CENTRAL WORKSHOP							NUMBER WESTERN WORKSHOP						NUMBER SOUTHERN WORKSHOP						TOTAL
	Local Sch.	Area Sch.	State Dept.	Univ.	R.C.U.	Others	Total	Local Sch.	Area Sch.	State Dept.	Univ.	R.C.U.	Total	Local Sch.	Area Sch.	State Dept.	Univ.	R.C.U.	Total	
Nevada											1		1							1
New Hampshire		1					1													1
New Jersey	1	1	1	1			4													4
New Mexico									1	1			2							2
New York		2	1	1			4													4
North Dakota		1				1	2		1				1							3
Ohio	1	1	1				3									2	1		3	3
Oklahoma																				3
Oregon								2				1	3			1				1
Pennsylvania																1	1		2	2
South. Carolina																	2		2	4
South Dakota	1						1	1					1		4	1	1		6	6
Tennessee															1		1		2	2
Texas								1	1	1	1		4							4
Utah																				1
Vermont	1						1													1
Washington								1	1	2	1		5			1			1	5
W. Virginia															1				1	1
Wisconsin		2					2													3
Wyoming	1						1				1		1							2
TOTALS FOR EACH WORKSHOP	10	16	11	6	5	1	49	10	9	12	12	1	44	2	12	11	13	1	39	132
3 Combined Workshops	22	37	34	31	7	1	132													

by their employers received during the workshop. Thus, the attrition of participants was only 4.5 percent, and in terms of man - days, was only 1.3 per cent.

Staff members and others contributing to, or serving in a leadership role in the workshops were almost all connected with the Multi-State Project. Out of a total of 32 different workshop staff members, only six had not previously been connected with the project. Thus, in terms of staff input, these workshops constituted a valid dissemination medium.

The manual on locally directed evaluation of local programs was used throughout all three workshops. It deals entirely with local or area program evaluation. Likewise, all of the presentations but two in the first two workshops dealt with applications of the system for evaluation to local/area schools or programs. One presentation dealt with the role of a state leader in training of local/area leaders in evaluation procedures. Another dealt with relation of local evaluations to state and national evaluation. Both of these also appeared in the third workshop, but in addition there was presentation by a state leader not connected with the Multi-State Project, but who had worked with a previously project connected leader in his state to plan and conduct a state program of local leader training. Thus, there was less quantitative input relating to state leader's role than that relating to local leaders. But this was inevitable in workshops for dissemination of the Multi-State Project since the project dealt with local/area leadership.

In all three workshops state leaders met together in separate groups for discussion of common concerns. In this way, in two meetings each in the first two workshops, and three times in the third one input was provided for state leaders in regard to their role and on planning and conducting state programs of local/area leader training. This was further augmented by individual conferences with members of the workshop staffs.

Participants' evaluations of each workshop were made during and at the end of each. In general, it is concluded that all three dissemination workshops were very successful. The responses of participants on workshop evaluation instruments, as well as their oral comments indicate a high degree of satisfaction. Considering the extreme range in past experience, as well as diversity of interests and present job responsibilities of various participants, the workshops apparently met, and in many cases exceeded the expectations of participants.

On request, many different individuals cited one or more aspects of the workshop attended as being a "highlight". Those responding to this request in the Central workshop were less numerous than from the Western and Southern group. Nearly every phase of each workshop was cited by at least one individual as being expecially helpful to that particular individual. Table 9 shows where agreement was greatest in highlights cited.

TABLE 9

NUMBERS OF PARTICIPANTS WHO
CITED SPECIFIC ASPECTS OF THE WORKSHOPS AS HIGHLIGHTS

	WORKSHOPS			
Highlights	North Central	Western	Southern	Totals
1. Presentations	4	25	28	57
2. Informal discussion	18	11	12	41
3. Group work sessions	0	21	17	38
4. Plan writing and sharing, under guidance	1	10	8	19
5. Process & methodology	1	11	4	16
6. Manual & other materials	1	7	5	13
7. Interaction with consultants	0	3	7	10

As this table indicates, the presentations by staff members were considered to be highlights by more participants than was any other aspect of the workshop. The North-Central workshop participants were not as favorably impressed by the presentations as were those attending succeeding workshops. The fact that some of these criticisms were noticeable at this first workshop motivated staff members to make improved presentations at the other two workshops.

Very few of the other items on the last two workshop final evaluation instruments were included in the first workshop final evaluation instrument. Therefore, it is difficult to tabulate or show directly comparable data for all three workshops on individual items other than the following:

-There was nearly unanimous agreement among respondents from all three workshops that they had been sensitized to issues involved in planning and conducting locally directed vocational education program evaluations.

-The respondents of the first workshop were somewhat less satisfied than others that the workshop had adequately identified the types of data and information required for evaluating programs.

-The respondents in all workshops were in agreement, (with few exceptions) that the manual should have been distributed and read prior to the workshops.

-Even in the last two workshops, but especially in the first one, respondents believed more time should have been spent in disussions than acutally occurred. The changes in plans providing greater amounts of discussion at the two later workshops was an implmentation of the evaluation responses at the first one. The improvemet was readily apparent in the responses at the later workshops, although

some participants reported the feeling that discussions were not adequately provided for in the schedule.

-There was considerable uncertainty, and lack of agreement among respondents at all three workshops as to whether adequate time was provided for individual consultations with staff members during the writing of plan proposals.

-Most respondents at all three workshops gave very favorable comments about group-work sessions. A very few individuals criticized one or more group leaders, but in general, most tended to communicate their feeling that the group-work sessions were very helpful.

Although the second and third workshops appeared to be better received than the first one, all three were judged by respondents as being very successful in achieving the objectives established by the staff. In over-all evaluation of the three workshops, it was noted that experience gained in the planning and conducting of the first one resulted in several improvements in the later two, which were especially well received by the participants.

Since the anticipated outcomes of the workshops included the writing of plans by participants in relation to their specific situation and its needs, emphasis was given to this in all three workshops. As a result of the first workshop, the plan outlines provided to participants for their use were revised for the other two workshops, and more time was provided for individual work on plans and for consultations with the plan readers and consultants.

Every participant at each workshop was provided with instructional materials, was introduced to a workable process; was given stimulating and enthusiastic reports on typical evaluation efforts from cooperating schools; became involved in interaction with a variety of vocational education leaders from many states; was provided with guides to plan proposal development; was furnished opportunity for consultation with experienced personnel; and was encouraged to write a proposal for plans suited to their individual situations, for implementation upon return to their respective jobs. Almost every participant developed a proposal while at the workshop. Those whose plans were incomplete at the close of the workshop mailed them to the chief investigator.

Because of limitations in the time schedule of activities of the project it had not been planned that a systematic follow up of participants would be made. They were encouraged to report voluntarily to the chief investigator. Ten of those from the first workshop had done so prior to preparation of this report. Three state workshops and a region workshop have been reported as well as one local one, with several reporting extension of planning activities and contacts leading to local evaluation activities. Seven reported from the second workshop in regard to further planning toward local and state-led evaluation projects. Due to the date of holding the third workshop participants from just six states had reported by the time of preparation of this report. All these were state

leaders who were engaged in developing training programs for local leaders in evaluation.

Dissemination by the Four Cooperating States

Significant activities related to dissemination or continuation have taken place in several states. Of those which have been reported, four are most worthy of note. In Arkansas a credit course on planning and evaluation of vocational education has been added and taught at the university, and a special workshop will be conducted in summer, '71 cooperatively with the State Department. In Minnesota a summer credit workshop on local program evaluation was taught, and two shorter ones were conducted for the State Department of Education. Another credit workshop is being planned for summer, 1971.

It can be reported as a matter of interest that in Kentucky a workshop for state staff and one on evaluation of MDT programs have been conducted. In that state, also, a program of local leader training for Central Kentucky is being carried out with the starting workshop and project review meeting already having been conducted. A total of 38 local leaders in 19 school systems are involved in that project. This is a state in which four state leaders had participated in the dissemination workshops.

B. State Projects

State Objectives

All state project leaders prepared statements of objectives for the state project, and a plan for conducting the project and filling the role of state leader. All statements of objectives contained the three previously stated for the Multi-State Project. In some cases these were modified slightly to reflect the focus on local leadership. Additional objectives for each state also were presented. These additional state objectives follow:

Arkansas

- "To assist in the development of leadership competencies that are needed for evaluating local programs of vocational and technical education."

- "To create an awareness of the importance of involving both citizens and professionals in the evaluation process."

- "To foster the development of positive attitudes toward both program evaluation and vocational education."

Minnesota

- "To test the generalizability of the evaluation system to post-secondary and adult vocational programs.

- "To involve the State Department of Education, Division of Vocational Education in the evaluation project as a prerequisite to

implementation of the system if it proved generalizable."

Mississippi

-"To aid four selected local public school systems and one junior college to develop and use a plan for evaluation of occupational education by utilizing local school personnel, students, local community citizens, and by drawing on supportive state department and university consultant services.

-"To aid in the delineation of official and operative objectives and goals of occupational education programs in local schools, and relate these to observed outcomes."

-"To aid in explication of roles of individuals and agencies and the interactions which will lead to the identification of permanent leadership experitse and citizen participant potential."

-"To identify and delineate specific areas of the school-community developmental process which lend themselves to a research framework."

Nevada

-"To determine how local schools throughout the state could become involved and become an active part of the evaluation process for vocational-technical education."

-"To find a way that local school administrators could become an active partner in the evaluation of local programs and involve the people who really counted in the development of local programs."

-"To find ways and means of including a maximum effort of local faculty of the schools, using citizens and others with emphasis on program outcomes of the total school. The total effort be directed to answer the following question: Is the optimum proportion of youth and adults being adequately prepared for work in line with employment opportunities and their own aspirations and needs?"

State Project Plans

The plans prepared by each state leader included orientation, provision of workshops, monitor-consultant visits, project review meetings and communication-dissemination activites. The preliminary drafts of these plans were developed and discussed at the workshop held for state leaders and, with appropriate revisions, the plans were put into immediate operation by them and their assistants.

State Leader Activities

All state leaders made five orientation visits to local schools and discussed the project with administrators and persons to be involved in

local leadership. In one state seven visits were made because two additional schools had considered participating.

Visits to provide consultant service and to monitor the local projects were made in greater numbers. In one state 15 were made. The distances involved made a larger number than this not feasible. In another state 38 such visits were conducted, in a third state 21 visits and in the fourth state 28 visits. Assistance was provided in all phases of the project. With fewer individual contacts available in the first one mentioned, nonetheless, mailed service letters were used. Additionally, since some local leaders and many teachers were enrolled either for university credit or state certification credit, individual help was provided through these sources.

A workshop for local project leadership teams was conducted by the leader in each state in the spring of 1968. In two states the workshops were held for three days, and in the other two for two days. In addition to the assistant leaders and the chief investigator, consultant service was utilized from a Michigan local leader in five instances, from the state university in 14 instances, and from the State department of education in two states, totaling four persons.

In the three project review meetings, including the final report meetings, held in three states, and four in the fourth state, Michigan local leader consultants were used in four cases, and a Michigan Department of Education leader in one case. Additionally, university consultants were used in 24 instances, and 24 consultants or resource persons from state departments of education, all from the cooperating states. All but two project review meetings were held for two days each, the remaining two were held for just one day. Thus, approximately nine full days of group training, on the average, in each state, and an average of over 30 days of individual consultant service were provided. The extensive and intensive preparation for this service, and the reporting and other services to local leaders represent a proportionately large input. Progress reports were received from local leaders in these meetings. Problems were raised and dealt with. Evaluation procedures were discussed. Plans for preparing reports were presented or developed, and suggested format for final local reports was provided. A sample format is given in Appendix J. Instructional materials from the state leaders, their assistants, or other consultants or resource persons were presented and discussed.

Dissemination and Further Application of the System

Dissemination activities within each state varied. A feature in Nevada was a final report banquet attended by about 60 people. These included administrators and faculty from the University of Nevada, including the State Research Coordinating Unit, and from the Nevada Department of Education. Local newspaper publicity was provided in Reno, and over a Reno radio station.

In Minnesota, invited guests at meetings provided dissemination. These included university and State department personnel. In addition, considerable use was made, subsequent to the project, of local leaders

and consultants in meetings. The credit workshop on local program evaluation featured dissemination of information of Minnesota local project activities.

Large numbers of State department of education and university guests provided dissemination in Mississippi. Additionally, the periodic reporting on the project in publications of the Mississippi Research Coordinating Unit provided visibility.

In Arkansas an illustrated brochure describing the state project and local projects was printed and given wide circulation, both within the state and nationwide. At two project review meetings graduate students, as well as State department and University personnel, as guests of these meetings, became better informed.

The degree to which the systematic approach has been adopted in a more widespread manner cannot be reported in its entirely because of lack of sufficient contact with state leaders during the third year of the project that might have provided such information. It is known however, that in Minnesota two workshop sessions were conducted for 28 post-secondary vocational education schools. About 20 subsequently conducted their own evaluations, featuring advisory committees and follow-up surveys. In 1970, a credit workshop for 23 local leaders was held to prepare them for conducting evaluations in their own schools. This type of workshop will be repeated for other local leaders in summer 1971.

In Arkansas additional administrators and teachers have been given instruction on local evaluation procedures in graduate classes. Also in Arkansas the State Department and the University are cooperatively sponsoring a leadership training workshop for leaders from 16 schools to deal with a comprehensive local program planning and evaluation effort. This would be conducted in summer, 1971, with follow-up activities for fall and winter similar to that in the present multi-state project. In both Arkansas and Mississippi certain local, or area systems are known to be planning to direct their own evaluations. In Mississippi one outgrowth has been the development of a follow-up system for use in both local evaluations and in statewide evaluations.

All state project leaders prepared and submitted quarterly progress reports to the chief investigator. A final report on each state project was submitted in January, 1970 (6, 12, 15, 19). These state reports were useful in preparing the final report of the present project.

C. Revision and Publication of the Manual on Evaluation

The second edition of the manual on locally directed evaluation of programs of vocational education has been previously referred to as one piece of instructional material used in the workshops for state leaders in March, 1968, in all the state workshops for local leaders and in the project review meetings held for them. One result of this usage was feed-back information regarding the parts that were useful or helpful, and types of additional information desired by those who used it. Beyond this, new activities and procedures and instruments were coming to light

that could be considered for inclusion in a revised edition. Many requests for copies of the manual, second edition had been received and could not be filled.

It was because of this experience that assistance of the state project leaders and the assistant to the chief investigator was solicited early in the project. At the June 3, 1969 meeting of the state project leaders, suggestions for revision were discussed. It was decided to place more emphasis on staff and citizen involvement; to prepare an overview chapter; to revise the instrumentation information on follow-up, to add a section dealing with study of students' interests; and in other ways to more adequately reveal local evaluation practices actually being demonstrated.

A preliminary draft of the revision was subsequently sent to the state leaders and discussed at their final meeting on January 14, 1970. General suggestions, as well as specific editorial and content suggestions, were received.

Steps were taken to obtain approval for a limited copyright contract with a publisher for the revised manual. This eventually was accomplished. It has been published by the Interstate Printers and Publishers, Inc., Danville, Ill. under the title of Locally Directed Evaluation of Local Vocational Education Programs, Third Edition - a Manual for Administrators, Teachers, and Citizens, 1971. A copy accompanies this report.

Because of the need for the use of this manual in the three dissemination workshops starting in April, 1970, and the time required for contracting and publishing, a limited number of copies of the manual was run off for restricted use. These copies were loose-leaf and punched for insertion in notebook covers of workshop participants.

D. Evaluation of the System

In this section the three major objectives of the project will be re-examined in arriving at an evaluation of the system and of the project. Under major headings of "generalizability - feasibility" and "effectiveness" of local projects, and generalizability of state systems: (a) criterion questions are stated; (b) findings and facts are given and (c) conclusions or answers to each criterion question for objective No. 1.

Generalizability and Feasibility - Local Programs

1. a. Were the minimum activities attempted in each school?

   b. The records show that all the minimal activities were accepted planned, or attempted in 18 of the 20 schools. These 18 represent all five schools in one state and four out of five in the other three.

   c. The conclusion is that the activities designated as required or minimal were found acceptable in nearly all cooperating schools.

2. a. Were the activities planned or attempted carried to completion?

   b. In 18 of the 20 schools all of the minimal activities planned or attempted were carried to completion. Beyond these minimal activities, 12 schools engaged in study of the use of OVIS in evaluation; nine tried out the VEII with staff; and eight conducted employer interviews or staff visits to industries. In addition, 19 other activities were engaged in by from one to six schools.

   c. The conclusion is that the cooperating schools found the minimal activities feasible. Moreover, in addition to these many schools conducted activities recommended by a state leader, by the Multi-State leader, or by local leaders or consultants and found them feasible.

3. a. Did cooperating schools vary as to size?

   b. Reported size varied from 1,269, K-12 to 28,000, K-12. No extremely small systems and no large, metropolitan schools were included. Only two systems had pupil enrollments over 8,000.

   c. The conclusion is that small or medium size systems are better represented by project schools than larger systems.

4. a. Did cooperating schools vary as to type of organization.

   b. The majority, 11 out of 20, were local school districts. Seven were county districts, and two were post-high school districts.

   c. Schools did vary as to type of organization. Findings, can be generalized to local districts, but not necessarily to county unit or area districts. Variations were such as to make possible some variation in application of the evaluation system.

5. a. Did schools vary as to type of programs?

   b. The school systems were uniform in one respect, in that all but seven had programs in three or more occupational fields. Variations were represented in these schools with respect to other occupational fields.

   c. Similarities as to general nature of program, by occupational fields, were more characteristic of the schools than were the differences. The program designations by fields are not considered to constitute a factor that would prevent or curtail applicability of the system.

4. a. Did schools vary as to objectives?

b. Most of the schools had not previously stated over-all objectives for vocational education. Most had had statements of objectives by occupational field. Local and state final reports generally did not include these statements, although they were reported to have been prepared.

c. The conclusion is that variability as to objectives of vocational education in cooperating schools is not known or is in doubt.

5. a. Were variations of activities conducted in cooperating schools related to size, type of organization, type of program or objectives?

b. There is no evidence that the variations in activities were associated with size of the systems. There were variations by type of organization and type of program.

c. It is concluded that variations in evaluation activities conducted in the several schools were generally unrelated to differences in size, to type of organization, to type of program or to objectives.

6. a. Was faculty involved to a high degree?

b. All schools had faculty committees for evaluation consisting of "vocational" teachers, guidance counselors, and others, totaling 291 educators in the four states. The average number of meetings of these committees was similar in each state. The functions and activities of these committees were similar. In addition to these committees, individual teachers and smaller sub-committees were involved.

c. The conclusion is that the faculties in nearly all the cooperating schools were involved to a high degree in a wide range of evaluation activities in the project.

7. a. Were citizens highly involved in each school during the project?

b. Seventeen of the 20 schools used citizens' advisory committees ranged from 11 to 42 per school in one state to 30 to 54 in the state reporting larger committee memberships, and an average per school, per state ranging from 18 to 38. Committees included some general advisory committees, as well as craft, or departmental advisory committees. There was considerable uniformity as to performance by those committees of six functions, however, there were seven other functions reported in a minority of the states.

8. Conclusion:

It is concluded that the system for locally directed evaluation of programs of vocational education was tried out and demonstrated to be

generalizable and feasible in nearly all of the schools in the four states participating. Whether this system is generalizable in county unit systems seems likely, but was not established. It has not been established that the system is generalizable in area vocational schools or community colleges primarily because of the limited number of participating schools of this type. There is little evidence to indicate, however, that it would not be generalizable.

Effectiveness of System - Local Programs

1. a. Have changes in local programs been planned and/or made, either directly or indirectly as a result of the project?

   b. -Improved statements of program philosophy and objectives were reported by 19 of the 20 schools.
   -From two to six schools reported program curricular, staffing and other changes made, under 12 different categories.

   c. It is concluded that changes in local programs have been made and that others have been recommended in the great majority of the cooperating schools.

2. a. Has a change in attitude toward, or understanding of vocational education taken place in the faculty of each school during the project.

   b. -Judgments by local leadership teams in 14 schools indicated a perception of improved understandings and closer coordination among vocational teachers.
   -Judgments by local leadership teams in 12 schools indicated a perception of improved understanding and support of vocational education programs on the part of administrators and school faculties.
   -Although nine schools administered the Vocational Education Information Inventory at the beginning of the project, only one did so at the end of the project and the data produced were not identifiable by individuals. There are no objective data, therefore, to indicate that the project was effective in changing faculty understandings in regard to vocational education.

   c. It is concluded that, if the judgments of local leaders who worked with faculties can be assumed to be valid, then the system was effective in changing attitudes and understandings about vocational education.

3. a. Has a change in attitude toward, and/or an understanding of the vocational education program of the school by the citizens involved taken place during the project?

   b. Eight schools reported either or both increased citizen enthusiasm and support for vocational education and increased vocational education staff involvement with business and

industry.

c. There is insufficient evidence on this question to warrant a generalization. It should be noted, however, that the purposes of involvement of citizens were other than that of changing their attitudes toward vocational education.

4. a. Will locally-directed evaluations be conducted in future years on a regular or continuing basis?

b. Final reports of local projects, as well as depth interviews conducted by state leaders of local administrators and leadership teams reveal that all schools involved plan to continue with local program evaluations in the future.

c. The conclusion is that local evaluations will be conducted in the future by the cooperating schools.

5. a. Were local citizens' and educators' reaction to local evaluation practices favorable?

b. -State leaders' reports relaying information from depth interviews and local project final reports show a great majority of the schools reporting favorable reactions to the system (to the evaluation practices or activities)

-A report from a sample school of the results of responses of 85 citizens and 49 local school staff members to the check list of 16 practices revealed that the great majority of staff members designated all practices as "good" and that the great majority of citizens designated all but one a "good" practice.

c. It is concluded that the citizen and staff reactions to the system or to the activities or practices were favorable.

Generalizability of State Systems

1. a. Were objectives of state projects similar?

b. All lists of objectives included the three previously stated for the Multi-State Project. The two to four additional objectives submitted by each state related very closely to these three objectives. They focused on increased state involvement and awareness of the importance and methods of locally directed evaluation.

c. It is concluded that objectives were quite similar.

2. a. Were activities in conducting state projects similar?

b. -State project plans followed practically the same outline. There was no state that omitted from its plan an activity expected of it. There were a few additional activities

planned in some states in line with additional objectives.

-All states provided a workshop for local leaders at the beginning.

-Quarterly reports to the chief investigator were made regularly by the state leaders.

-Monitor visits were made in fairly uniform numbers in each state, with reports of these included as a part of quarterly reports.

-State leaders kept a log, or other running record of their own activities.

-Three project review meetings were conducted in all states.

-All states made use of consultants from Michigan experienced in directing local program evaluations.

-Memoranda, newsletters and other appropriate means of communications were used in all states.

c. The conclusion is that activities of conducting state projects were similar, in fact quite uniform in kind and number.

3. a. Were state project plans and activities adapted to differences among the states?

b. Several differences were related to different situations and objectives in the states.

-One state adapted the procedure to schools administered in county units. Activities also were modified due to limited leader time available and distances to cooperating schools.

-Two states selected cooperating schools for the project because of interests in, and presence of a variety of situations such as post-secondary schools, adult programs, and county unit systems.

-Three states were aided by personnel and/or financial support from the Research Coordinating Units which made a difference in the scope or quality of conduct of some activities.

-One state provided for considerable visibility or communications in line with objectives for that state.

-The two states in which there was a change in project leadership conducted some activities differently than otherwise would have been the case, but did not actually add to nor subtract activities from those previously planned.

c. The conclusion is that state project plans were adapted somewhat to differences among the states, and activities reflected to these differences, but were basically very similar.

Conclusion

It is concluded that the system for providing state leadership to the local school systems in the cooperating states were similar to one another and to the cooperating states.

Objective No. 2.

This objective was stated as "to discover and/or develop new or improved procedures in a state system for local evaluations."

a) Criterion question: To what extent were such procedures discovered or developed?

b) Evidence:

-For the first time state projects were conducted with help from staff resources of the State Research Coordinating Units in three states and financial resources in two states.

-A new practice was that of providing all cooperating schools with a suggested format for final local reports.

-For the first time instructions and interpretation procedures were provided for use of OVIS in local program evaluation.

-Two states provided for individually reviewing preliminary drafts of final reports at semifinal, local project review meetings.

-In one state effective analysis of data in follow-up studies by all schools was facilitated by making arrangements for computer use at the university. In this state there was some coordination of this activity with the state-wide follow up.

-One state successfully employed a person not previously connected with the project to conduct structured depth interviews of administrators, local staff members, citizens and former vocational students.

-One state successfully used a summer meeting of project leader teams to supplement project review meetings that were otherwise uniformly scheduled during the academic year.

-One state made effective and rather extensive use of state certification credit, and/or university credit, independent study projects to encourage individual teachers to participate in the local project, and in some cases to engage in unique and supplementary activities in evaluation.

-One state demonstrated that a local program evaluation can include an adult education program

-The many new, or improved procedures developed and/or tried out necessitated a revision of the manual on local program evaluation.

c) Conclusion

All states developed, discovered or tried out four new or improved practices and two tried out five new or improved practices. Since these were in addition to those originally planned at the start of the entire project it is concluded that new or improved procedures were developed or discovered and tried out.

Objective No. 3.

This objective was stated as "to assist in development of state leadership competencies in evaluation of local programs of vocational and technical education..."

a) Criterion question: Did this project assist in the development of these state leadership competencies?

b) Evidence:

-Nine persons in state leadership positions and eight of their assistants were involved in activities that have developed such competencies.

-Of these nine persons, six filled the role of leadership contributing to successful completion of the state projects, and two have qualified for similar positions of leadership and are currently conducting state evaluation projects.

-Of the eight assistants, all but one are now in state leadership positions.

-Development of competencies have resulted in conducting credit workshops or courses on evaluation in two states, in conducting a national institute on evaluation in one state, and in consultant service by leaders in three states extended to other states or national groups.

-Six persons in state leadership positions have effectively assisted with the conducting of the three regional workshops for state and local leaders on locally directed program evaluation for 132 educators from 43 states. Of these, 73 were in positions of state leadership in 37 states.

c) Conclusion:

This project has, indeed, contributed to the development of competen-

cies in evaluation of programs of vocational education. While there is insufficient evidence to show that the potential of the involved leaders was developed to the maximum, there is sufficient evidence that the potential values in many of the activities engaged in were rather uniformly maximized.

General Conclusions

1. The feasibility and generalizability of a state procedure for assisting local district leadership to use the evaluation system developed in Michigan has been demonstrated.

2. New or improved procedures in a state system or plan of assistance for local program evaluations have been found or developed.

3. The project provided assistance in the development of state and local leadership competencies in evaluation of local programs of vocational education. The values of local involvement were realized.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The system for locally directing an evaluation of a program of vocational education, and for preparing local personnel for conducting such evaluations as developed and tried out in Michigan was further tried out and demonstrated in the states of Arkansas, Minnesota, Mississippi and Nevada. It was found to be replicable in these states and, with minor exceptions, in the schools involved in these states. The more specific conclusions on which the foregoing generalizations are based follow.

1. From the accomplishments reported in this project, it appears that all states could meet the criteria used for selection of states, with the possible exception of criterion number three, relating to state administrative endorsement, and sufficient leader time and supporting resources. The representativeness of the states selected was not established. Little evidence was available, however, to indicate that other states could not do what was done in the general form involved in the study. On the other hand, it is possible that some other states not only may have a stronger commitment to encouraging and assisting with locally directed evaluations, but may have more nearly ample staff and material resources with which to work. The need for resources of staff and financial support has been indicated by this study.

2. The replicability in local districts that are smaller or medium in size, has been established. There is little evidence, however, to indicate that the system could not be successfully used in larger local systems in area secondary and post-secondary systems, and in community colleges. The participatory response to the project-sponsored regional workshops shown by 37 of the 132 participants who were connected with such institutions is indicative of interest in or expectation of the applicability of this system to their institutions.

3. The replication at the state level was validated by equivalences among these states of commitment to state leader time, and of state advisory committees to the project, state project plan and project objectives, as well as to all major local leadership training activities. Special situations contributed to, or necessitated only minor changes in the states involved in their approached to local leader training. These situations are also reflected in new or improved practices which may have enhanced the general procedure.

4. Replication of the system in local schools was characterized by general uniformity, in terms of objectives planned and carried out. Additions were made in some schools which may

constitute improvements in the system. It was found that the system was sufficiently flexible but that in some instances a more structured format could well have been provided.

The evidence in regard to attainment of all three major purposes or objectives of the study is definitely positive, and supports the conclusion that all three have been attained. Specific conclusions in regard to each objective follow.

Objective No. 1

The procedure for assisting local school district leadership to use the evaluation system was determined to be a feasible and generalizable procedure in nearly all schools involved in the study. Program changes have been made and other program changes recommended in the great majority of these schools concurrently with, or subsequent to local program evaluations. The evidence appears to show that the system was also effective in changing attitudes and understandings of school faculties about vocational education. It was not determined that the system resulted in changes in attitudes of citizens who were involved. Local evaluations will, in all probability, be conducted by these schools in the future. The general staff and citizen reactions to the system or to the activities were favorable.

The objectives of state project plans were quite similar. The activities of conducting state projects were similar, in fact quite uniform in kind and number. State project plans were adapted somewhat to differences among the states. The activities engaged in reflected these differences, but were basically similar.

Objective No. 2

All states developed, discovered and/or tried out four new, or improved state-level procedures and two tried out five new, or improved practices in cooperating schools. These were in addition to those procedures originally planned and included in memoranda of agreement at the start of the project. The system, or generalized procedure can be improved by addition, or further trial of these practices.

Objective No. 3

The development of competencies in evaluation of programs of vocational education in the state leaders and their assistants, in local institutional leadership teams and their cooperating faculties was accomplished. To a probably lesser degree competencies were developed in nearly all of the participants of the three regional "dissemination" workshops. There was insufficient evidence available or obtained to determine the extent to which competency development reached the potential level in those involved. The effectiveness of staff and citizen involvement in local program evaluation was demonstrated.

Recommendations

These recommendations are based on the findings of the present study. Their selection reflects the philosophies of the chief investigator and the state leaders involved in the present study. They are predicated on the assumption that evaluation of local programs of vocational/technical education should be conducted by those who are responsible for and involved in them, and by those who are affected by them. They give recognition to the need for statewide program evaluation and the responsibility for leadership in program evaluation to be provided at the state level.

1. All states that meet the criteria used in this study for selecting states should try-out the system that was described and tried out and demonstrated in the present study.

   a. Leadership for such an effort should be recruited from staffs of universities with appropriate leadership resources, of the state departments of education and/or of the state research coordinating units.

   b. Programs of local leader training in evaluation should be provided through regular university courses and workshops, or special preparatory workshops, and through consultant service.

   c. Financial resources should be made available to local districts and institutions or agencies involved in workshops and conferences for the extra costs involved, and for the preparation of instruments and instructional materials relating to evaluation.

2. State leadership and resources should be provided for development of evaluative instruments. Example: an instrument for measuring faculty and citizen attitudes toward public school programs of vocational education.

3. A nationwide program of training in local program evaluation procedures should be provided, primarily for persons at the state level of leadership, but also for administrators and teachers in local, and area institutions. The interest of educators in this has been demonstrated. Much of the format for such a program has been provided in the present project. Ways of linking local program evaluation to statewide evaluation would need to be considered.

4. Further research and development should be conducted on local program evaluation along several lines.

   a. Study should be given to procedures for relating locally directed program evaluations to statewide program and state-directed, local program evaluation so that they may complement each other and avoid unnecessary duplication of effort.

   b. Further replications of the system should be made to try out and demonstrate new or improved practices developed and/or

tried out in the present study.

c. More study and development needs to be done on local procedures for arriving at and stating over-all program objectives, particularly with an emphasis on performance, and for developing competencies in local administrators and teachers for accomplishing this task.

d. A study should be conducted to determine feasible procedures, or a system for self-directed evaluation of area vocational/technical school and community college technical programs.

e. More study needs to be given to the analysis of manpower needs to be met by local and area schools beyond those in the immediate community or district.

AN AUDIT OF THE MULTI-STATE PROJECT ON EVALUATION SYSTEMS

John K. Coster, Director

Center for Occupational Education
North Carolina State University at Raleigh

Introduction

During the development of the Multi-State Project on Evaluation Systems, provisions were made for an audit of the performance of the project in relation to the stated objectives. This section of the report presents the results of the audit.

In order to gather the data for this section of the report, the Consultant attended the final session of the state and local leaders in each of the four participating states, and the final session of the project director and state leaders. State and local reports were reviewed, and the presenters of these reports were questioned, following their presentations at the different sessions. Since constraints of both time and fiscal resources precluded an in-depth evaluation of either the project or its probably longe-range effects on the vocational education programs in the various schools and states, no pretentious claims are being made for the thoroughness of the audit. This section of the report is somewhat impressionistic, however, the information which has been collected should be both valid and helpful.

The remainder of this section will discuss not only the actual audit, but also turn some attention to the broader problems of the implications of the project from a general systems theory viewpoint and introduce some remarks on the general question of self-evaluation.

Attainment of the Objectives

This portion of the audit presents the Consultant's reactions to the extent to which each of the three objectives of the parent project were attained.

> Objective 1. To determine the feasibility and generalizability of a state procedure for assisting local school district leadership to use the evaluation system developed in Michigan.

Any attempt to attest to the feasibility and generalizability of the evaluation system developed in Michigan must be interpreted with due regard for the fact that the participating states, and schools within the participating states, represented "fixed" rather than "random" elements. Nevertheless, efforts were made in the selection of states and school districts to obtain states containing diverse regions, population size, and density. Within the states, the school districts were selected on the basis of interest of administrators, location of the school district, and, in at least one instance in each state, some unique property of the school district. The school districts selected tended to be relatively small; no large urban school district was included in the project. Caution, therefore, dictates that the discussion of feasibility

and generalizability be restricted to the four states and twenty school districts included in the project. This note of caution does not mean that the evaluation system developed in Michigan might not be applicable to other states or school districts; rather, it means that the system was not demonstrated in a sample of school districts which would permit generalization to a population of school districts.

By any reasonable set of criteria, the feasibility and generalizability of the evaluation system developed in Michigan was adequately demonstrated in the four states and in the twenty school districts. This is not to say that all twenty school districts completed the minimum activities, nor that the Michigan system was conformed to equality in each of the school districts. However, the variation from the minimum activities was due in each instance to circumstances over which the project director, the state leaders, and, generally, the local directors had little or no control. And if time were to permit, the factors associated with variations in effectiveness in carrying out the project in each of the twenty schools could be identified and analyzed. The Consultant was impressed by the accomplishments of the local project directors, given rather formidable constraints of time and resources.

Having attested to the attainment of Objective 1, there are a number of points that should be made with regard to expectations for extensive adoption or adaptation of the Michigan system:

1. It is doubtful if the objective would have been attained without the assistance of the state leaders. The workshops conducted by the state leaders, the on-location assistance and supervision, and the constant follow-up on problems greatly facilitated the conduct of the project.

2. It is doubtful if the objective would have been attained without strong administrative support at the state and local levels. Even to have been considered as a candidate for a selected state or local district, the project director required that letters of interest and support be submitted. Furthermore; the remuneration provided by the project to the states and to the school districts was relatively modest, and did not reimburse either the state or the school district for the time incurred in conducting the project. Thus, there was ample evidence of strong administrative support at both the state and local levels for the conduct of the project.

3. It is doubtful if Objective 1 would have been attained without a modicum of leadership training covering such aspects of the Michigan system as the use of citizen committees and the design and conduct of follow-up studies.

4. The experimental environment or "Hawthorne" effect was evident, and undoubtedly exerted a powerful influence in the conduct of the project. The school districts that were selected were part of a national project, and the personnel associated with the project were the recipients of special attention from national and state leaders. It may be surmised that this effect contributed to the attainment of Objective 1.

5. There was little or no evidence to indicate that either the size or the type of school organization affected the application of the

Michigan system. Nor was there evidence to indicate that the application of the system was influenced by the variation among the four states. In fact, the differences in the rate and extent of application of the Michigan system were greater within states than among states.

In summary, the Consultant judged that Objective 1 was attained, but there is some question of whether the objective would have been attained had it not been for the competency of the state leaders, the strong administrative support, and the enthusiastic reception and involvement of the local personnel.

Objective 2. To discover and/or develop new or improved procedures in a state system for local evaluation.

One of the strengths of the Michigan system is its flexibility, and the flexibility of the system was demonstrated in the conduct of the project, many of the local directors engaged in a number of activities above the required minimum. Generally, these additional activities emerged from special interests of the state leaders and local leaders, and included an adult-farmer management survey, a placement bureau, a study of women out of school and girls in school, and an elementary curriculum survey. The approach to Objective 2, however, appeared to have been more directed toward catalyzing additional activities within the school districts and states than adding to the rationale underlying the Michigan system. Thus, the Consultant judged the procedures used and activities of the local directors impressive, but did not rate the overall attainment of Objective 2 as high as Objective 1. The additions appeared to be more in the nature of improvisations on a theme, rather than the elaboration of a new theme.

Objective 3. To assist in the development of state leadership competencies in evaluation of local program of vocational and technical education, including creation of the values of local involvement.

The consortium approach used in the project which involved the cooperative efforts of the project director and his staff, the state leaders from state universities, representatives from the state divisions of vocational education, and the local teams was impressive. The state leaders functioned effectively in the conduct of the project within the states. There was a healthy interaction between the state leaders and the local directors and teams. There was evidence of feedback from the project into the university base, with such tangible evidences as the addition of courses in the evaluation of vocational education at one university and a credit course being offered to the local directors at another. Although difficult to test, it might be argued that the project served as a vehicle for the university-based state leaders to function as change agents in the process of the project. The state leaders took their task seriously, and there is reason to believe that their knowledge of the evaluation process was increased through their participation.

Although the project has strong administrative support from the state directors of vocational education, state personnel were not as

heavily involved in the conduct of the project as were the state leaders from the cooperating universities. Joint meetings of the consortium provided an input into the state staff, but the involvement of the state staff was not as extensive. Because of the limited involvement of the state staffs in the local projects, the opportunities to develop leadership competencies through the project were not as great for the professional staff in the state divisions of vocational education as for the state leaders in the cooperating universities. Further investigation is needed to ascertain the extent to which the Michigan system is adopted or adapted within the states. The state divisions of vocational education were pressing forward toward increased emphasis on evaluation; whether there are state resources to provide the leadership needed to implement the local system is a moot point at this time. In summary, the project provided a basis for the development of state and local leadership personnel, in direct proportion to the involvement of these persons in the project, and Objective 3 was judged to have been attained to a very great extent.

The Hidden Agenda

The previous section of this audit gave relatively high marks to the attainment of the objectives of the Multi-State Project on Evaluation Systems. This section of the audit is addressed not to what was heard and read, but what might be. The full potential of this project is yet to be realized. The potential is implied in the rationale contained in the proposal for the project, but it has not been made explicit.

Underlying the rationale for the project is a concept of total community involvement in the improvement of the educational system. This underlying concept infers a systems approach to education in which the educational system is conceived as a system within the community and where the community acts as the supra-system for the educational system. The community, through its formal and informal leaders sets the goals for the system, provides the resources for attaining the goals, sets the constraints, and evaluates the outcomes.

Within the educational system, there is an implied set of subsystems; the one of immediate interest being the vocational education subsystem. There was interest in linking the vocational education subsystem to the other subsystems in the educational system, thereby strengthening the vocational education subsystem and embedding the subsystem more firmly in the educational system. There was also interest in setting the goals of the subsystem, defining the resource requirements, analyzing the constraints, and evaluating the output and outcomes.

Viewed from this frame of reference, the Multi-State Project on Evaluation Systems can be conceived as a systems approach to the improvement of vocational education in the school. This point, however, is not made explicit in the manual and was not given currency in the conduct of the project. The manual actually describes guidelines and procedures to be followed in the process of improving vocational education in the schools, and while the approach was systematic the manual does not describe a systems approach.

As a point of departure in explicating the application of general system theory to the improvement of vocational education in the school the role of the advisory committee may be examined. Advisory committees have been advocated by vocational educators for years, principally to legitimize specific training programs and to gain support for the programs. Quite frequently, the advisory committees have been "craft" committees, which have been appointed to ensure that this program installed in the school would prepare persons for entry jobs in an occupational field. The Multi-State Project on Evaluation Systems provided for the constitution of a general advisory committee for the total vocational education program in the school district. The immediate interest was to generate broad support for the vocational program. Under the general system concept, the general advisory committee provides a basis for linking the vocational education subsystem through the educational system to the community supra-system. To the extent that the advisory committee represents the formal and informal leadership structure in the community then the community becomes more directly involved in the setting of goals, providing resources, alleviating constraints, and ultimately, with determining the evidence required to evaluate the subsystem.

The hidden agenda in the project, namely that of conceptualizing the community as a supra-system, the educational enterprise as a system, and the vocational education program as a subsystem, provides the nucleus for the improvement of vocational education in the public schools which transcends the stated objectives of the project. Although this conceptualization is in the embryonic stage, a disservice would be done to the improvement of vocational education were this project to stop short of realizing its full potential. The full potential of the project can only be realized through the further conceptualization of the Michigan project cast in a systems framework, which would provide a more adequate basis for the training of state and local administrators of vocational education Such a program of training would of necessity draw upon general systems theory, organizational theory, social organization theory, and evaluation theory to produce the leadership personnel who would effect changes in the educational system and in the vocational education subsystem.

A Note of Self Evaluation

The self evaluation concept embraced in the project is not a new concept. The regional accreditation agencies, for example, are based largely on the self evaluation concept. Evaluative standards are set by the member institutions, and, while the accrediting agency may be thought of as a supra-system in general systems terms, the agency derives its power and sanctions from the pooled strength of the member institutions. Although self-evaluation enterprises are generally more process-oriented than product-oriented, they nevertheless do possess elements of formative evaluation, which provides constant feedback into the process of setting goals and objectives and allocating resources to the subsystem. Considerable evidence was presented in the state and local reports to denote that the self-examination process led to an improvement in the formative aspects of evaluation, although this process was not so identified in either the reports, the manual, or in the project proposal. Each local team reviewed the philosophy and objectives of the vocational programs and collected evidence to ascertain whether the goals and objectives had

been attained.

Considerably less attention was given to summative evaluations. Although a number of the participating schools conducted follow-up studies, the data generally were restricted to the placement of graduates and the return rate in some cases was not sufficiently large to justify the conclusions that frequently were drawn. Further, the objectives were stated in broad terms, which were not amenable to the evaluation of the output of programs. In addition, since the follow-up instruments were constructed locally, their quality varied widely among the schools. If the project evidenced one serious fault, it probably was that the activities of the participating schools exceeded reasonable expectations in terms of the resources--time and funds--available to the local project directors, with the result that some activities such as the construction of follow-up instruments did not receive the careful attention which might be desired. Given the benefit of hindsight and the relatively secure position of the consultant, it might be argued that the benefits of a standardized follow-up instrument and a standardized set of instructions, carefully pre-tested, would have offset the possible advantage of local involvement in the construction of such instruments.

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Appendix A

Members of Advisory Committee to the Project, and Consultants Used in Meetings and Workshops

Advisory Committee

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Appendix B

Workshop for State Project Leaders
Michigan State University
Multi-State Project in Evaluation Systems

March 18, 19, 20, 1968

Agenda

Monday	Rm. 510 Erickson Hall
9:00	-Overview, and reorientation to the project -Plans for the workshop -Selection of cooperating schools, local leadership teams, and projection of activities
10:00	Break
10:15	-The role of the administrator in local program evaluation Mr. Richard Warren, Superintendent of schools, Niles, Michigan -The role of local leaders and associates
11:45	Scheduling individual conferences on state project plans
12:00	Lunch
1:30	Procedures in assessment of outcomes of local programs, determining local program objectives and behavioral goals
3:15	Rm. 507, Erickson Hall The processes of local staff involvement
4:00	Individual conferences on state project plans
8:00	Individual conferences on state project plans
Tuesday	Rm. 507, Erickson Hall
8:30	The processes of citizen involvement in evaluation - Dr. Kenneth Wilkinson, Associate Social Psychologist, Social Science Research Center, Mississippi State University
9:45	Break
10:00	Using citizens' advisory committees in local program evaluation - Dan Stevens, Director of Vocational Education, Niles, Michigan
12:00	Luncheon - Kellogg Center - Michigami Room Dr. Carl Gross and Dr. Peter Haines, Resource Persons
1:30	Procedures in conducting local follow-up studies - Resource persons: Gerald Butts, Director of Vocational Education, Corunna, Michigan, and Glenn Smith, Supervisor, Operations, Vocational Education, M.D.E.
3:00	Break
3:15	Evaluation of local projects, state projects, and records and reports
4:00	Individual conferences on state project plans
7:30	Individual conferences on state project plans

Agenda con't.

<u>Wednesday</u>	Inn America - Parlor C	
8:30	Development of plans for workshops for local project leadership teams	
10:00	Break	
10:15	Development of schedules of state activities for the next 9 months - State project leaders	
	Development of schedule of project leader's activities - Byram	
12:00	Adjournment	

Appendix C

SUBCONTRACT
between
MICHIGAN STATE UNIVERSITY
and
UNIVERSITY OF ARKANSAS

WHEREAS Michigan State University is the recipient of a grant from the U.S. Office of Education, Grant No. OEG-0-070968-2329 for a research project entitled "A Five-State Try-out and Demonstration Program to Determine the Generalizability of an Evaluation System for Local Programs of Vocational and Technical Education," and

WHEREAS the scope of work provides for subcontracting for research and development assistance at state and local levels,

NOW THEREFORE, both parties to this contract agree to carry out the activities as specified in the scope of work incorporated herein by reference and attached hereto as Appendix A.

I Consideration: The Michigan State University agrees to reimburse the University of Arkansas for actual expenses incurred for this project not to exceed $4,000. Reimbursement shall be monthly or quarterly as agreed to between the parties of this subcontract.

II Period: The period of this subcontract is from February 1, 1968 through January 31, 1969

III Reports: Subcontractor shall submit one copy of quarterly technical reports and a final report within 30 days of the expiration date.

IV General Provisions:

A. The Grant Terms and Conditions for Research Grants, U.S. Office of Education are hereby made a part of this agreement and are attached as Appendix B.

B. Administration of the professional functions will be under the direction of the Michigan State University Research and Development Program in Vocational-Technical Education.

C. All research data and reports are confidential and the property of the United States Office of Education until formally released by the Michigan State University Project Director in conformity with the terms of the U.S. Office of Education contract.

V Project Leader: Subcontract Project leader shall be Dr. Robert Norton

For: Michigan State University
East Lansing, Michigan

BY: _____
Jack Breslin, Secretary
Board of Trustees

Date: 3-20-68

For: University of Arkansas

BY: _____
Authorized Representative
J.R. Carney, Asst. Secretary
Board of Trustees

Date: 3-15-68

APPENDIX A

Scope of Work

1. A program of orientation and preparation of state leaders will be provided, using resources of the Michigan State University Research and Development Program in Vocational and Technical Education, and consultants from outside the university.

2. The principal investigator (Michigan project leader) will also serve in a consultant capacity to the state project leaders, and will assist, as appropriate, in state conferences and workshops for training local leaders in their role in local program evaluation. The manual on evaluation of local programs will be made available to state and local leaders, as well as local staff evaluation committee members as soon as possible.

3. Each state project will, in general, follow the same procedures as are being followed in the current Michigan Evaluation Systems project. The state leaders will each select five schools having programs of vocational education in three or more fields. Each leader will be expected to submit a project plan. The elements of this plan will include the following:

   A. Statement of the purpose

   B. Progressive steps to be followed in the state developmental project.

      1) Activities or responsibilities of the state leader. These activities will include the following categories: selection of cooperating schools; orientation of local administrators and project leaders and research associates in these schools; development and completion of an agreement with each school; provision of leadership development through a workshop and conferences; provision of consultant services; reviewing progress of each school; obtaining and analyzing local records; and preparing state reports.

      2) The minimum activities to be required in each local school will be stated in the local agreement with the state agency or institution. These are: (1) a working committee of the faculty, consisting of a teacher representing each vocational field in the program, a representative of the guidance staff, and other teachers and assistant administrators; (2) a citizens' advisory committee to work with each local leader and staff committee; (3) a follow-up survey of former students; and (4) a statement of philosophy and objectives of the local program of vocational and technical education. States may add to these minima if they wish. Activities that states might wish to suggest to local schools would be: program descriptions for evaluation purposes; study of needs for vocational education programs; evaluation of the practical arts program in relation to vocational education; feasibility studies of shared time and other cooperative arrangements; and other activities that are deemed appropriate by state project leaders.

C. Schedule of activities (beginning and ending or completion dates)

4. Each state will require reports from cooperating schools, and will prepare periodic reports and final report.

5. Periodic reports and a final report will be prepared by the chief investigator.

6. The chief investigator (Michigan project leader) and each state project leader will cooperatively appraise each state project, with the help of qualified consultants.

7. The manual on local program evaluation developed in the pioneer evaluation project will be revised in the light of experiences and findings of the proposed project.

Appendix D

PROGRESS REPORT MEETING
FOR STATE PROJECT LEADERS
MULTI-STATE PROJECT ON EVALUATION SYSTEMS

December 7, 1968
Parlor 750
Adolphus Hotel

AGENDA

8:30	Reviews of developments and status of projects in each state by state leaders (½ hour per state)
10:00	Break
10:15	Continuation of state reviews
10:45	Questions and discussion relative to state reports
11:00	Analyzing follow-up data in relation to criterion questions Dr. Max U. Eninger, resource person*
12:00	Recess for lunch
1:30	Securing information for determining the attainment of project objectives
2:15	Contract and budget for next year
2:45	Break
3:00	Agenda for state project review meetings, spring and fall
3:30	Future schedules - state and MSU project leaders
3:45	Logistics, announcements and appointments
4:00	Adjournment

*President, Educational Systems Research Institute, Pittsburgh, Pennsylvania

Appendix E

MULTI-STATE PROJECT ON EVALUATION SYSTEMS

State Project Leaders Conference

Graduate School of Education Building

University of Arkansas

June 2 - 3, 1969

Monday, June 2
Room 115

Reports of progress, status, concerns, and plans of state projects

8:30 a.m.	The Nevada project - Howard Christensen
9:30	Break
10:00 a.m.	The Mississippi project - James Wall
11:00 a.m.	The Minnesota project - Paul Marvin
12:00	Lunch
1:30 p.m.	Presentation of a representative Arkansas local project by local leadership team
2:30 p.m.	The Arkansas project - Robert Norton
3:30 p.m.	Break
4:00	Tour of the building
6:00 p.m.	Dinner - Downtown Motor Lodge

Dr. Henry Kronenberg, Dean of Education, Chairman

"Vocational Education in Arkansas", J. Marion Adams, State Director of Vocational Education

"The Program of Vocational Teacher Education of the University"
Dr. Denver Hutson, Head, Department of Vocational Education.

Tuesday, June 3
Room 115

Forenoon

8:30	Plans for evaluation of local and state projects and of the evaluation system - The design for determining attainment of objectives - Depth interviews - Check list for staffs and citizens - Other instruments and sources of evidence
9:30	Break
10:00	Relevance of OVIS to local program evaluation
10:30	Role of state leaders in assistance to local leaders in the implementation phase of the project
11:00	Development of format, and plans for assembling information for final state reports

Lunch

1:00	Suggestions for revision of manual
2:00	Fall local project leaders' meetings, purposes, agenda, consultants, dates
2:30	Break
3:00	Planning final meeting of state leaders - purposes, agenda, dates
4:00	Proposed leadership development workshops for 1970
5:00	Adjourn

Appendix F

MULTI-STATE PROJECT ON EVALUATION
OF LOCAL PROGRAMS OF VOCATIONAL EDUCATION

MEETING OF STATE PROJECT LEADERS
St. Louis, Missouri, January 13-14, 1970

Holiday Inn-North
Living Room

Objectives of the Meeting

1. To cooperatively review results of the four state projects

2. To cooperatively review and evaluate the system of locally directed evaluation

3. To identify improvements possible in the system and/or suggestions that might be included in the manual

4. To retrieve experiences, data and information pertinent to development of the final report on the project

5. To summarize dissemination activities to date and to plan for further dissemination of information

6. To review proposal and obtain suggestions regarding the three regional workshops to be conducted

AGENDA

Tuesday

8:30 State reports
Twenty-minute summaries and review of state and local project activities and outcomes

10:00 Break

10:15 Reports continued

11:00 Accomplishments on M-S Project Objective No. 2 - "New, or Improved Procedures for State Assisted, Locally Directed Evaluations."

11:45 Lunch

1:00 Summary and conclusions on Project Objective No. 1 (See mimeo: "Design for Determining the Attainment of Objective No. 1")

3:00 Break

3:15 Reports on special aspects
- -Junior college evaluation - Mississippi
- -County unit evaluation - Mississippi, Nevada
- -Area school evaluation - Minnesota
- -VEII analysis - Arkansas
- -OVIS - all
- -Dissemination - all

4:30 Final report - completion of contract commitments

5:00 Recess and dinner

7:00 Time for completion of any items remaining in preceding agenda and/or for individual conferences and/or recreation

Wednesday

8:30 Generalizability of the strategy for leadership and assistance to locally directed evaluation
- -Difficulties and problems encountered and not solved
- -Weaknesses in the strategy and the system
- -Strengths

9:30 Summary and Evaluation - John K. Coster

10:00 Break

10:15 Review of manuscript for Manual on Evaluation (third edition)
Discussion of plans for publication

12:15 Lunch

1:30 Plans and suggestions for further dissemination of the strategy and the system, its results and leadership development

2:00 Planning for the three regional workshops
- -Plans and decisions made to date - Revised prospectus
- -Objectives, expected outcomes
- -Recruitment and selection of participants - Brochure
- -Topics for presentations

3:00 Break

3:15 Selection of presenters and discussion leaders
Evaluation of the workshop
Daily schedule
Pre-planning conferences to be held
Logistics
Other

5:00 Adjournment

Appendix G

Suggested Outlines For State Leader and Local Leader Workshop Participants to Use in Developing Plans

******

Plan for Directing an Evaluation of a Local or Area Program in Vocational-Technical Education

Name of school or college _____
Address of school or college _____
Name of author of the plan/person
who will be the leader of the project _____

A. The Situation

Describe the local or area situation, administrative commitment to local program evaluation and the responsibility you have, or will have in directing the evaluation effort.

B. Purposes or Objectives of the Project

State here the purposes of the local evaluation effort

C. Activities to Be Undertaken

Include here the activities to be undertaken by the local leadership team, by local evaluation committee or staff committee, and by other members of the faculty in accomplishing the purposes stated under B, including plans for involvement of citizens' committees and staff.

D. Time Schedule of Activities

Place in calendar sequence the activities listed in C.

E. Leader and Staff Time Needed

F. Consultant Services Needed

Give purposes and nature of consultant service needed, and possible sources of such assistance.

G. References and Instructional Resources Needed for Staff and Advisory Committees

H. Kinds of Records to be Kept

Include records of activities, meetings, data collected for evaluation, and others.

I. Reporting to the State

Indicate what will be reported to the State Department of Education

J. Financial Needs

Estimate needs for financial support for activities such as: clerical assistance, supplies, consultant help, data processing, reporting, communications, travel, etc.

******

Plan for Provision of State-Level Assistance and Leadership Training For Persons Who Will Direct/Conduct Evaluations of Local or Area Programs of Vocational/Technical Education

Name of author of this plan _____

Position held by author of this plan _____

A. Situation

Describe the kinds of schools and/or community colleges to be served; the type of commitment you have; responsibility you have or expect to have with regard to training local or area leaders; assistance to these schools or other institutions; and/or criteria to be used to select/identify institutions to be assisted.

B. Training to Be Provided to Local or Area Leaders

List specific activities in each area of training for local or area evaluation below:

a. Activities for stating philosophy, objectives, and criterion questions
b. Activities for involving staff and citizens
c. Studying the existing local or area programs and needs of employers, students, others
d. Activities for identifying and obtaining evidences of attainment of local or area program objectives; data and other information, instruments, surveys, interviews, etc.
e. Activities for analyzing data, formulating and implementing recommendations

C. Local Leadership Teams

List the criteria to be recommended to local administrators for selection of persons for local leadership teams.

D. Local Commitment

How much time will be expected of local leadership team and staff, and how will commitments to this and to the total local evaluation effort be obtained?

E. Involvement

Nature and amount of staff and citizen involvement that will be expected in the cooperating schools.

F. Consultant Services

Indicate functions to be performed by consultants who have had experience in evaluation.

G. Organization

Place in calendar sequence the activities in the training program

H. Financial Needs for the Training or Assistance Program

Appendix H

DAILY DISCUSSION EVALUATION FOR _____

Please circle the group you most appropriately fit into:

A. Area School Leader

B. Local School Leader

C. State Dept. Leader

D. University/R.C.U. Leader

PART I - Presentations

Read each statement carefully. Decide how you react to each statement and circle the most appropriate answer: (A=agree; U=undecided; and D=disagree) Please briefly elaborate on items where needed. (see Example)

STATEMENTS	PRESENTATION RATINGS	QUALIFYING BRIEF COMMENTS
Example: 0. Presentations were appropriate in length	A U D	Byram - Short Ferguson - too wordy
1. Presentations were valuable to me.	A U D	
2. Presentations were pertinent to the workshop objectives.	A U D	
3. Presentations were appropriate in length.	A U D	
4. Levels of complexity or difficulty of presentations were appropriate	A U D	
5. Visuals (were/would be) aids to understanding	A U D	
6. Visuals were of suitable quality.	A U D	
Others: _____	A U D	
_____	A U D	

PART II - Group-Work Sessions

Please read each statement carefully, and circle the answer most nearly describing your reaction. Use the space below each statement for brief elaboration on your answers. (A=agree; U-undecided; and D=disagree)

STATEMENTS	Responses		
1. Purposes for this session were clear to me.	A	U	D
2. Group leaders provided needed assistance.	A	U	D
3. Our discussion was appropriately held to the purposes.	A	U	D
4. My questions and comments were encouraged.	A	U	D
5. Widespread interaction among participants was helpful to me.	A	U	D
6. Differing opinions didn't disrupt group cohesiveness.	A	U	D
7. I was stimulated to think objectively.	A	U	D
8. Purposes for this session were achieved.	A	U	D

Others:

Appendix I

LOCAL PROGRAM EVALUATION WORKSHOP

FINAL EVALUATION

Please circle the group of which you are a part:

A. Area School B. Local School C. State Dept. D. Univ/R.C.U.

List two or three portions of the workshop which you consider to have been the "highlights" for you.

1.

2.

3.

You probably had some specific objectives for attending, and there were four objectives for this workshop as perceived by the staff. Your opinions are desired, as a portion of the evaluation of this workshop. Your suggestions and comments will be considered in planning the last in this series of workshops. Please circle the most appropriate answers to the following, writing in brief elaborations on those of special concern to you.

	EXAMPLE	Agree	Undecided	Disagree
0.	This workshop was highly structured: But beneficially, not detrimentally	(A)	U	D
1.	This workshop sensitized me to issues involved in planning and conducting local program evaluations.	A	U	D
2.	This workshop identified the types of data, and information upon which programs might be evaluated	A	U	D
3.	Sources of available materials and information on evaluation were identified.	A	U	D
4.	Methods of securing required evaluation data and information were identified.	A	U	D
5.	The information presented was valuable to me.	A	U	D
6.	Illustrative materials, and/or examples of suggested procedures have been helpful to me.	A	U	D

		Agree	Undecided	Disagree
7.	Interaction between state, local, and area leaders was helpful to me.	A	U	D
8.	The project staff's purposes for this workshop were clear to me.	A	U	D
9.	The objectives of the leaders for this workshop were not the same as my objectives for attendance.	A	U	D
10.	I didn't have my objectives met.	A	U	D
11.	Possible solutions to my problems were covered.	A	U	D
12.	The information presented was too advanced.	A	U	D
13.	The information presented was too elementary.	A	U	D
14.	The discussion leaders were not well prepared	A	U	D
15.	I was stimulated to think objectively, about the topics presented.	A	U	D
16.	We did not relate theory to practice.	A	U	D
17.	The sessions followed a logical sequence.	A	U	D
18.	The schedule was too fixed or rigid.	A	U	D
19.	I did not have opportunities to express my opinions.	A	U	D
20.	I was included as a contributing participant at this workshop.	A	U	D
21.	My time attending this workshop was well spent.	A	U	D
22.	The workshop lived up to my expectations.	A	U	D
23.	I have no adequate guides for future action.	A	U	D
24.	The research findings presented will be useful to me on my job.	A	U	D

		Agree	Undecided	Disagree
25.	The references available to participants were not appropriate.	A	U	D
26.	The video-tape contributed to my understanding of how local evaluation may be organized and conducted.	A	U	D
27.	Other visuals used were helpful to my understanding of the topics presented.	A	U	D
28.	The manual should have been given out and read prior to presentation.	A	U	D
29.	More time should have been provided for:			
	a. Discussions.	A	U	D
	b. Consultations while developing proposals.	A	U	D
30.	State leaders should have been paired with local/area leaders, and vice-versa, as consultants in plan proposal development.	A	U	D
31.	Workshops of this nature should be:			
	a. Offered again in future years to selected persons.	A	U	D
	b. Offered to all interested Voc. Ed. leaders at appropriate locations for involving various groups.	A	U	D

List other changes in the workshop which would have made it more beneficial to you:

Appendix J

Outline for Final Report of Local Project
Recommended by a State Project Leader

MISSISSIPPI EVALUATION SYSTEMS
PROJECT IN OCCUPATIONAL EDUCATION

FINAL REPORT FORM

I. ABSTRACT

Occupies one or two pages, identifies the school, and concisely and simply summarizes the objectives, findings, conclusions, etc.

II. INTRODUCTORY SECTION

A. Introduction

1. The school - This division gives background information about the school system. Such items as size, district served, enrollment, faculty, etc. may be included.

2. Vocational Program - This division gives a description of the school's vocational program, which may include statements on the school's vocational education philosophy and objectives.

B. Objectives of Local School Evaluation

This division gives a clear, concise listing of objectives established within the framework of the evaluation project by each school. These objectives give direction to each school's evaluation effort.

C. Plans for Evaluation

This division records the plans made for the evaluation effort. It may include a list of proposed activities, minutes from planning meetings, plans for committees selection and use of consultants, etc.

D. Description of Activities

In this division a detailed description is given of each activity included in the evaluation project. A time schedule and other materials may also be included.

E. Staff Involvement

This division presents information focusing upon the extent and type of staff involvement. It reports the outcomes, attitudes, type committees, functions, philosophy changes, successes, failures, etc.

F. Citizen Involvement

Facts about citizen involvement in evaluation are presented in this division. It reports types, size and representation of committees, functions, attitudes, outcomes, successes, failures, etc.

G. Consultant Involvement in Project

This division presents information focusing upon the role consultants played in the evaluation project.

H. Public Relations

This division deals with the type, method, and scope of public relations used in connection with the evaluation project.

III. FINDINGS SECTION

A. Committees Activities

This division reports the number, type, and scope of all activities of each committee.

B. Committees Recommendations

The recommendations of each committee are presented in this division.

C. Follow-up Studies

If follow-up studies of graduates, dropouts, etc. were made, the results, generalizations regarding successes and failures are reported in this division.

D. Curricular Studies

If studies of present or projected curricula were made, the results are reported in this division.

E. Other Types of Studies

If occupational surveys, attitude studies, or other types of studies were made, the results are reported in this division.

F. Changes Resulting from or Related to Local Program Evaluation

Any changes, innovation, adoption, or plans resulting from the project are reported in this division.

IV. CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

A. Conclusions

The conclusions are organized according to objectives that were drawn up for the project in each school system.

B. Recommendations and Implications

All recommendations, implications, and future plans for evaluation should be reported in this division.

V. APPENDIX

A. Agreements

B. Questionnaires

C. Check lists

D. Committee membership lists

E. Public relations materials

F. Etc.

Appendix K

Copy of Program of One Dissemination
Workshop

LOCALLY DIRECTED EVALUATION OF PROGRAMS OF VOCATIONAL EDUCATION: A REGIONAL WORKSHOP FOR STATE, LOCAL, AND AREA LEADERS

Memphis, Tennessee
Holiday Inn, Brooks Rd.

November 3-6, 1970

Sponsored by

The Multi-State Project

College of Education
Michigan State University
and Cooperating States

LOCALLY DIRECTED EVALUATION OF PROGRAMS OF VOCATIONAL EDUCATION:
A REGIONAL WORKSHOP FOR STATE, LOCAL, AND AREA LEADERS

Sponsored By

The Multi-State Project on Local Program Evaluation

Memphis, Tennessee

November 3-6, 1970

Purposes of the Workshop

1. To assist state educational leaders in planning programs for preparing local and area leaders in directing and conducting local program evaluation.

2. To prepare local or area educational leaders to direct and conduct local program evaluations.

3. To disseminate and review information about program evaluation gained in the Multi-State Evaluation Project.

Outcomes

Each participant is expected to develop a tentative plan of action which has relevance to his work at home base. These plans will be reviewed and discussed with other participants at the workshop. Plans will be devaloped as follows:

a. State leaders will develop plans for training and assisting local or area leaders in directing local program evaluation.

b. Local or area leaders will develop plans for evaluating programs of vocational and/or technical education in their institutions.

Tuesday, November 3

A.M.

8:00		Conference registration, Banquet Rm. No. 2	
8:30		First General Session	James Wall Presiding
		Welcome, introductions, and workshop arrangements	James Wall
		Purposes, outcomes, use of manual and references	Robert Norton
	II:1-5*	Locally Directed Evaluations: The Rationale, Essential Elements and Steps In Organizing and Directing Them	Harold Byram
		Question period	
		Plans for workshop evaluation	Gordon Ferguson
10:00		Break	
10:30		First session, continued	
		A Local Program Evaluation at Crossett, Arkansas	Mrs. Bernice Crawford and Mrs. Francis Richards
		Question period	
		The Role of Administration in Local Program Evaluation	Ed Hayman
12:00		Lunch	

*Refer to section in Manual

Tuesday, P.M.

1:30		First General Session, continued	Harold Byram Presiding
	IV:1-10 VII:3-4 App. G	Formulating Statements of Philosophy and Objectives, Identifying Sources and Obtaining Evidences of Attainment - A presentation and discussion	James Wall
		Guide Lines for Preparation of Evaluation Plan - Kentucky	Charles Neel
3:00		The Charge to Workshop Participants	Robert Norton
		Break	
3:15		First Group-Work Sessions	

Group	Leader	Resource Persons
A	James Wall	Mrs. Crawford
B	Gordon Ferguson	Mrs. Richards
C	Harold Byram	Charles Neel
D	Robert Norton	Ed Hayman

4:30	Recess, staff meeting
7:00-9:00	Individual work on plans
	Meetings by states - optional

Wednesday, November 4

A.M.

8:30		Second General Session	Harold Byram presiding
	III:1-2, 8-11 App. B	How Does a Local/Area Leader Team Develop a Plan and Direct the Local Evaluation Effort	Robert Norton
		Question period	
		How Does a State Leader Develop a Plan, and Work With the Training of Local/Area Evaluation Leaders?	James Wall
		Question period	
		Kentucky Project for Locally Directed Evaluation	Charles Neel
10:15		Break	
10:30		Second Group-Work Sessions	

Group	Leader	Resource Persons
A	James Wall	Charles Neel
B	Gordon Ferguson	Gerald Butts
C	Harold Byram	
D	Robert Norton	

12:00 Lunch

Wednesday, P.M.

1:00		First Individual Work Session	
		Consultants: Gerald Butts, Harold Byram, Gordon Ferguson, Charles Neel, Robert Norton, & James Wall	
2:45		Third General Session:	Robert Norton Presiding
		Involving Citizens in Local Evaluations	
	III:3-8 App. A	Principles and Procedures, Emphasis on Advisory Committees	Harold Byram
		How We Worked with Citizens' Committees at Corunna, Michigan	Gerald Butts
		Question period	
4:30		Recess, staff meeting	
5:30-9:00		Trip to Tennessee State Technical Institute, arrangements to be announced	
		Video-tape showing of Blooming Prairie Minn. team report	

Thursday, November 5

A.M.

8:30		Fourth General Session	James Wall Presiding
	V App. C, D	Planning and Conducting Follow-up	
		Key Points to be Observed	James Shill
		How We Conducted and Used a Follow-up Survey at Corunna, Michigan	Gerald Butts
		Question period	
10:00		Break	
10:30		Third Group-Work Sessions	

Group	Leader	Resource
A	James Wall	Charles Neel
B	Gordon Ferguson	Gerald Butts
C	Harold Byram	
D	Robert Norton	James Shill

12:00 Lunch

Thursday, P.M.

1:30		Fifth General Session	Harold Byram Presiding
	VI	Studying the Program in Relation to Needs	
	App. E, H	How Do We Determine if Program Meets Manpower Needs?	James Wall
	App. F, G	How Do We Determine if Program Meets Needs and Concerns of Students and Parents?	Robert Norton
		Question Period	
3:00		Break	
3:15		Second Individual Work Sessions - Completion of writing plans (Plan readers available as consultants)	
4:30		Staff Meeting	
7:00-9:00		Scheduled reading of plans, and individual conferences	

Plan readers and consultants:

Gerald Butts	L/A	Robert Norton	S/U
Harold Byram	S/U	Marvin Robertson	L/A
Gordon Ferguson	L/A	James Shill	S/U
Charles Neel	S/U	James Wall	S/U

Friday, November 6

A.M.

8:00		Individual conferences on plans, cont.	
9:00		Fifth General Session	Harold Byram Presiding
	VII VIII:1-3 App. H, I, J, K	Interpreting Findings, Making Recommendations and Reporting	James Shill
		How Should a Local or Area Team Evaluate Its Own Evaluation Project?	Gordon Ferguson
10:00		Break	
10:30		Relating Local Evaluations to State Wide Evaluations	Robert Norton
		Planning Ahead in States Represented	James Wall
12:00		Lunch	

P.M.

1:30		Fourth Group-Work Sessions	
		Sharing of information on plans and their implementation	
		Group 1 Leader: Harold Byram	
		Group 2 Leader: James Wall	
		Group 3 Leader: Robert Norton	
		Group 4 Leader: Gordon Ferguson	James Shill
2:30		Sixth General Session	James Wall Presiding
		Travel reimbursement and work-shop evaluation forms	Gordon Ferguson
2:45	VIII:4	A Look at the Future in Evaluation	Harold Byram
3:00		What Have We Done and What Are We Going to Do? Panel discussion: four participants and James Wall, panel chairman	
4:00		Adjournment	

WORKSHOP STAFF

Co-Directors:

Harold Byram, Professor of Education, Michigan State University

James Wall, Assistant Dean, Research and Development, Mississippi State University

Multi-State Project Staff:

Robert Norton, Assistant Professor of Vocational Education, University of Arkansas

James Shill, Co-Director, Research Coordinating Unit, Vocational-Technical Education, Mississippi State University

Gordon Ferguson, Multi-State Project Assistant, Michigan State University

Associated Staff:

Gerald Butts, Director of Vocational Education, Corunna, Michigan

Mrs. Bernice Crawford, Crossett Public Schools, Crossett, Arkansas

Ed. Hayman, Superintendent of Schools, Amory, Mississippi

Mrs. Frances Richards, Crossett Public Schools, Crossett, Arkansas

Participant - Consultant:

Charles O. Neel, Coordinator, State Program Evaluation, State Department of Education, Frankfort, Kentucky

Appendix L

LOCALLY DIRECTED EVALUATION OF PROGRAMS OF VOCATIONAL EDUCATION

HOW-TO WORKSHOPS

Sponsored by
The Multi-State Project

College of Education
Michigan State University
and Cooperating States

110

LOCALLY DIRECTED EVALUATION OF PROGRAMS OF VOCATIONAL EDUCATION

HOW-TO WORKSHOPS

WHAT

Three regional workshops for state and local leaders on directing local evaluation will be conducted to meet the following:

- The needs of persons in positions of state leadership to provide assistance and training to local vocational education personnel for directing local evaluations of school, area or community college programs
- The needs of administrators and teachers in local institutions for planning and directing program evaluation
- The need for supplementing statewide evaluation with a system for a broadened appraisal of local programs

All persons participating in the workshops from state leadership positions will be expected to develop a plan for providing assistance and leadership training to local personnel in their respective states for directing program evaluations. Those participating from local or area educational institutions will be expected to develop a plan for conducting program evaluations in these institutions. Participants will be provided with a procedural manual and evaluative materials to augment presentations by state and local leaders, discussions and individual work.

WHEN

- April 21-24, 1970, at Michigan State University
- August 4-7, 1970, at the University of Nevada
- November 3-6, 1970, at Memphis, Tennessee

FOR WHOM

Each workshop is planned for persons in two broad categories of responsibility. One is state consultants or supervisors, state RCU staff members, and vocational teacher educators who are, or may be, responsible for assisting with locally directed evaluations. The other includes local or area administrators or coordinators of vocational and technical education who have, or will be assigned responsibilities in directing local evaluation endeavors. Participants will be expected to attend during the entire time of the workshop. Nomination of persons to be considered for participation are solicited from state directors of vocational education, university administrators of vocational teacher education, state research coordinating units, and local or area administrators.

SPONSOR

These workshops are sponsored as the dissemination phase of the Multi-State Project on Evaluation of Local Programs of Vocational Education, Dr. Harold M. Byram, Michigan State University, Project Leader, supported by a U.S.O.E. grant, by MSU, and by four cooperating states.

WORKSHOP STAFF

Personnel primarily responsible for these workshops will be co-directors and consultants drawn from those who have participated in this project and its antecedents. These include Dr. Harold M. Byram, Michigan State University, Director of the Multi-State Project; and Dr. Howard Christensen, University of Nevada, Dr. Paul Marvin, University of Minnesota, Dr. Robert Norton, University of Arkansas, and Dr. James Wall, Mississippi State University, all state project leaders in their respective states; certain local evaluation project leaders from the five states; and leaders from host states and/or institutions.

SCHEDULE AND LOCATION OF WORKSHOPS

WORKSHOP I - North Central and North Eastern States

Workshop Co-Directors:

Dr. Harold M. Byram, Professor, Vocational Education, Michigan State University, and Dr. Robert Norton, Assistant Professor of Vocational Education, University of Arkansas.

Consultants:

Dr. Paul Marvin, University of Minnesota, local project leaders, and others from Michigan.

Workshop Dates: April 21-24, 1970

Place: Michigan State University, East Lansing, Michigan

Number of Participants: 50

WORKSHOP II - Western States

Workshop Co-Directors:

Dr. Harold M. Byram, Professor, Vocational Education, Michigan State University, and Dr. Howard Christensen, Professor, Agricultural Education, University of Nevada.

Consultants:

Dr. Robert Norton, University of Arkansas, local project leaders, and others from Nevada.

Workshop Dates: August 4-7, 1970

Place: University of Nevada, Reno, Nevada

Number of Participants: 50

- April 21-24, 1970, at Michigan State University
- August 4-7, 1970, at the University of Nevada
- November 3-6, 1970, at Memphis, Tennessee

FOR WHOM

Each workshop is planned for persons in two broad categories of responsibility. One is state consultants or supervisors, state RCU staff members, and vocational teacher educators who are, or may be, responsible for assisting with locally directed evaluations. The other includes local or area administrators or coordinators of vocational and technical education who have, or will be assigned responsibilities in directing local evaluation endeavors. Participants will be expected to attend during the entire time of the workshop. Nomination of persons to be considered for participation are solicited from state directors of vocational education, university administrators of vocational teacher education, state research coordinating units, and local or area administrators.

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SUPPLEMENTARY INFORMATION

During the years 1963 to 1970 a series of connected research projects regarding locally directed evaluation of vocational education have been carried out. The first, a pilot project in three Michigan schools, was followed by one involving ten schools in Michigan, and additionally supported by U.S.O.E. and MSU, to develop, try out, and demonstrate a system for directing evaluations of local programs. The current Multi-State Project also jointly supported by U.S.O.E. and MSU, involves twenty schools and four state universities and state departments in Arkansas, Minnesota, Mississippi, and Nevada. All of these have emphasized local staff and citizen involvement and have focused on the outcomes of programs. The workshops will seek to disseminate practices and procedures demonstrated, and to maximize the competencies of those leaders who have been involved to all parts of the country.

SUPPORT OF PARTICIPANTS

The project will defray the travel costs of participants to the workshop locations. This will be tax-exempt coach airfare or mileage at 10¢ per mile, whichever is less. Participants will be housed together and will take care of their own lodging and subsistence costs.

NOMINATIONS

Nominations of persons to these workshops may be made by using the enclosed nomination form and forwarding it to Harold M. Byram, 339 Erickson Hall, Michigan State University, East Lansing, Michigan, 48823. Forms for application then will be sent to those nominated. Individuals also may request application forms for themselves or others directly contacted by returning the accompanying request form.

local project leaders, and others from Michigan.

Workshop Dates: April 21-24, 1970

Place: Michigan State University, East Lansing, Michigan

Number of Participants: 50

WORKSHOP II - Western States

Workshop Co-Directors:

Dr. Harold M. Byram, Professor, Vocational Education, Michigan State University, and Dr. Howard Christensen, Professor, Agricultural Education, University of Nevada.

Consultants:

Dr. Robert Norton, University of Arkansas, local project leaders, and others from Nevada.

Workshop Dates: August 4-7, 1970

Place: University of Nevada, Reno, Nevada

Number of Participants: 50

WORKSHOP III - Southern States

Workshop Co-Directors:

Dr. Harold M. Byram, Professor, Vocational Education, Michigan State University, and Dr. James E. Wall, Director, Mississippi State Research Coordinating Unit for Vocational Technical Education.

Consultants:

Dr. Robert Norton, Assistant Professor of Vocational Education, University of Arkansas, local project leaders, and others from Arkansas and Mississippi.

Workshop Dates: November 3-6, 1970

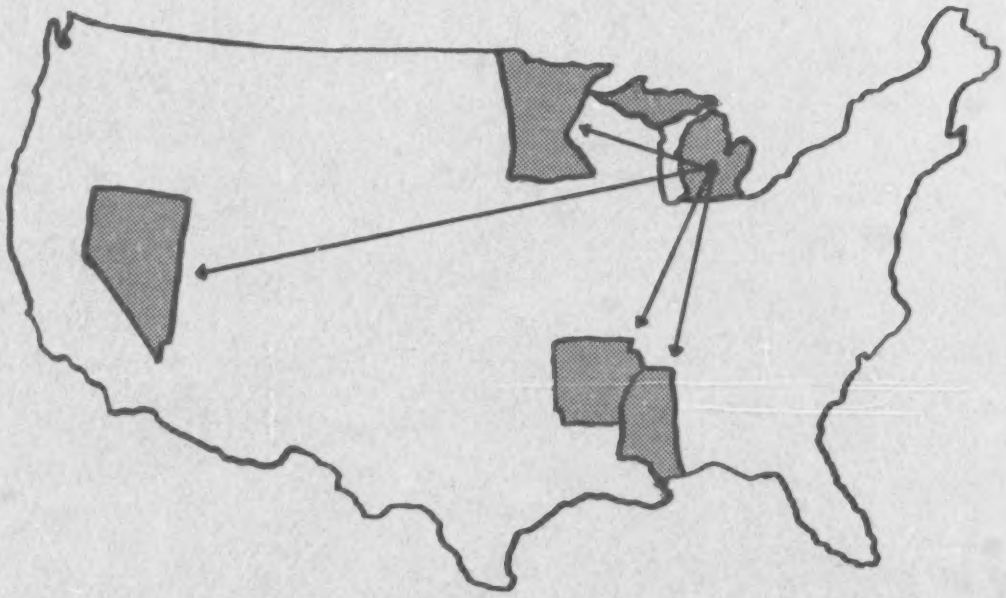
Place: Memphis, Tennessee

Number of Participants: 50

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

Appendix M

Multi-State Project on Evaluation Systems



A Systems Approach to the Evaluation of Vocational Education

Research and Development Program
in Vocational-Technical Education

Department of Secondary Education and Curriculum
College of Education
MICHIGAN STATE UNIVERSITY

October 1968

Multi-State Project on Evaluation Systems

Background

A part of the background for this and the previous projects in Michigan is the manifestation of an increasing interest in evaluation of vocational and technical education. Larger dollar investments in education, strong demand by employers for highly skilled and technically trained workers, unemployment and underemployment of a portion of the labor force, and the attention being focused on the importance of each individual being given the opportunity to develop to his fullest potential are factors contributing to the increased interest in evaluation.

While teachers in many schools have conducted evaluations of their own instruction in various subject areas, few schools have taken a searching look at TOTAL programs in the light of current needs. This is a primary goal of this project.

These factors, combined with the emphasis on evaluation in new federal legislation, led to the original Michigan project, 1963-1965. Three schools were involved in the first project to develop and try out a systematic approach to self-initiated local program evaluation. Ten schools were involved in a further tryout of the system during the 1966-1967 academic year. The findings of these studies are the basis for extending this project to schools in other states to determine the generalizability of the system.

Objectives

The objectives of the project are:

- To determine the feasibility and generalizability of a state procedure for assisting local school district leadership to use the evaluation system developed in Michigan.

- To discover and/or develop new or improved procedures in a state system for local evaluations.

- To assist in development of state and local leadership competencies in evaluation of local programs of vocational and technical education, including creation of understanding of the values of local involvement.

Assumptions

There are several assumptions underlying this and the previous projects conducted in Michigan.

- Evaluation should be done by those responsible for the program and those affected by it.

- Emphasis in program evaluation in local public schools should be primarily on goals and outcomes. Modern philosophy of evaluation gives strong support to the goals-outcomes approach. The question suggested is: "How well is the school achieving the goals of preparation for the world of work?"

- Evaluations conducted in the past, in which consultant help has been used, often have emphasized ways and means rather than goals and outcomes. Professional educators now, however, are seeking ways of evaluating total contributions of the school to occupational preparation. They are also convinced that provisions for evaluation need to be built into future plans for vocational education in the public schools.

The Systems Approach

This project, with its emphasis on goals and outcomes, calls for the application of the systems approach. The system involves the definition of desired outcomes as a first planning step, followed by assessment of the outputs and then an analysis of available and needed resources to more efficiently achieve those outcomes.

Theoretically at least, every school staff member -- but particularly those who have responsibilities for specialized occupational preparation -- should be involved in the total evaluation project. State leadership teams and other consultants are used to help local school personnel in their evaluation efforts, but actual implementation and operation of the program is in the hands of the school's administration and staff.

The project operates on a consortium basis, with contributions made by the U. S. Office

of Education, Michigan State University, the participating states, and local schools.

Local schools are encouraged to develop and utilize an evaluation system most suitable to their needs. Certain minimum activities are performed in each school, including the following:

- The development and/or refinement of a statement of philosophy and objectives of the local program of vocational and technical education.

- The establishment of a working committee of the faculty, consisting of a teacher representing each vocational field in the program, a representative of the guidance staff, and other teachers and administrators.

- The establishment of a citizens' advisory committee to work with each local leader and staff committee.

- The completion of a follow-up study of former students.

Responsibilities of Participants

MICHIGAN STATE UNIVERSITY:

- Provision of conferences and workshops to further develop evaluation competencies of representatives from participating states.

- Consultative service on evaluation of vocational education.
- Evaluation manual, instruments and related materials.
- Provision of consultants for state workshops.
- Visits by project leader to cooperating states.
- Research assistance personnel: (1) to state project leaders, and (2) to local project leaders.
- Publication of the final report of the project.

PARTICIPATING STATES:

- Provision of services of state project leader for 1968 and 1969.
- Clerical services and facilities.
- Leadership and consultation to local project leaders.
- Conferences and workshops to further develop evaluation competencies of local leaders.
- Analysis of records, reports, and other data from cooperating schools.

- Publication and dissemination of reports on the project.

COOPERATING SCHOOLS:

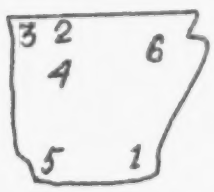
- Initiation and operation of an evaluation project in line with general guidelines provided.
- Services of local leadership team (usually a project director and research associate) commensurate with the size and scope of the vocational education program.
- Clerical services and facilities.
- Appropriate record keeping and preparation of report on the local project.

Participating States in the Multi-State Project

- ARKANSAS
- MINNESOTA
- MISSISSIPPI
- NEVADA

ARKANSAS

Dr. Robert Norton



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ASSISTANT STATE PROJECT LEADER
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1. CROSSETT PUBLIC SCHOOLS, CROSSETT
   Mrs. Bernice Crawford, Office Education Teacher
2. HARRISON PUBLIC SCHOOLS, HARRISON
   Mr. W. H. McCutcheon, Counselor
3. ROGERS PUBLIC SCHOOLS, ROGERS
   Mr. J. W. Grimes, Vocational Education Teacher
4. RUSSELLVILLE PUBLIC SCHOOLS, RUSSELLVILLE
   Mr. Bill L. Lewis, Distributive Education Coordinator
5. TEXARKANA PUBLIC SCHOOLS, TEXARKANA
   Mr. James D. Ryther, Vocational Education Director
6. NEWPORT PUBLIC SCHOOLS, NEWPORT
   Mr. William D. Shelton, Counselor

Dr. R. Paul Marvin

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   Mr. Wallace Wilke, Vocational Teacher
3. CENTENNIAL SCHOOL DISTRICT #12, CIRCLE PINES
   Mr. Carlo Sooger, Special Programs
4. HUTCHINSON PUBLIC SCHOOLS, HUTCHINSON
   Jeanette Gyman & Mary Proehl, Vocational Teachers
5. STAPLES AREA VOCATIONAL-TECHNICAL SCHOOL, STAPLES
   Mr. Stanley A. Edin, Assistant Director

Dr. James E. Wall

MISSISSIPPI

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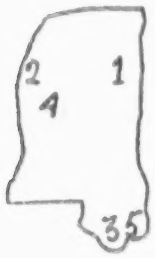

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1. AMORY SCHOOLS, AMORY
   Mrs. Mabry Allison, Coordinator
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   Mr. George L. Dowell, Vocational Agriculture Teacher
3. JACKSON COUNTY JUNIOR COLLEGE, GAUTIER
   Mr. Travis Ferguson, Coordinator
4. LEFLORE COUNTY SCHOOLS, GREENWOOD
   Mr. Charles W. Roye, Vocational Education Director
5. PASCAGOULA CITY SCHOOLS, PASCAGOULA
   Mr. Rouce B. Luke, Assistant Superintendent

Mr. Edward Cordisco

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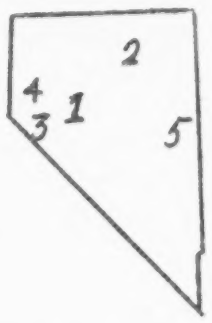

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2. ELKO COUNTY SCHOOL DISTRICT, ELKO
   Mr. Don Elser
3. ORMSBY COUNTY SCHOOL DISTRICT, CARSON CITY
   Mr. Harry Dickson
4. WASHOE COUNTY SCHOOL DISTRICT, RENO
   Mr. George Brighton
5. WHITE PINE COUNTY SCHOOL DISTRICT, ELY
   Mr. Burton Lorensen

Relation to R & D

Headquarters for the Multi-State Evaluation Systems Project is the Research and Development Program in Vocational-Technical Education at Michigan State University. The R & D Program is based on the clinical approach. Local schools and school systems are involved as partners in the testing and tryout phases of theoretical constructs for curriculum, administrative patterns, teacher education, instructional materials development and other aspects of vocational-technical education.

MSU Project Leader

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